THE MEASURE OF STUDENT SUCCESS:

A STUDY OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF FACTORS AFFECTING STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL

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ABSTRACT

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THE MEASURE OF STUDENT SUCCESS: A STUDY OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF FACTORS AFFECTING STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL

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This research study examined elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school and the extent to which their perceptions were congruent. Two hundred sixty respondents in four elementary schools were included in this descriptive quantitative study. The four independent variables which represented perceptions were: (1) principal (2) teacher, (3) student, and (4) parent. The twelve dependent variables which represented factors of success were: (1) Iowa Tests of Basic Skills, (2) grade point average (3) self-esteem/self-concept, (4) discipline and motivation, (5) defining academic and personal goals, (6) moral and social responsibility, (7) sense of purpose, (8) survival skills, (9) self-reliance, (10) cultural exposure, (11) high expectations, and (12) supportive family environment. The twelve null hypotheses were tested using analysis of variance and Scheffe statistical procedures to test for variance and differences between and within groups, respectively.

The results revealed ten statistically significant findings, which meant that the null hypotheses were rejected due to the data indicating significant differences. The overall findings revealed that elementary parents and students hold different perceptions of factors affecting student academic success in elementary school.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
ITBS	Iowa Tests of Basic Skills
QBE	Quality Basic Education Act of Georgia

CHAPTER I

INTRODUCTION

Introduction

Student academic success has been and continues to be an issue of concern for many educators and policy makers. In 1981, Secretary of Education T. H. Bell created the National Commission on Excellence in Education (1983). Bell charged the Commission with the task of evaluating the quality of the education in the United States and reporting the findings to the people. Bell envisioned the report serving as a vehicle to reform the quality of the nation's education system (National Commission on Excellence in Education 1983). Some of the indicators of the nation being at educational risk were: (1) over 20 million adults are functionally illiterate, (2) America falls behind other nations on tests of academic achievement, (3) seventeen-year-olds lack higher order thinking skills, etc. The A Nation at Risk (National Commission on Excellence in Education 1983) report paved the way for the emergence of the National Goals 2000 (National Educational Goals Report 1993) devised by former President George Bush. Bush reported that student academic performance continued to decline, and efforts needed to be made to address these concerns. Six national goals and objectives were devised to serve as strategies to improve student learning and to ultimately compete with the rising demands of the economy and other

nations. The national education goals encourage and motivate educators to develop strategies to improve learning among students. The implementation of strategies to meet the national education goals rests with local governments, local school boards, and local school systems.

This study focuses on perceptions of factors affecting student academic success in four Georgia elementary schools. The local government in Georgia addressed student improvement concerns through the Quality Basic Education (QBE) Act of Georgia. The QBE was devised in July 1985 to enact statewide standards and procedures for implementing quality in Georgia's schools (O. C. G. A., Title 20, Article 6 20-2-131, 1992, 51-53). QBE was designed to improve the academic performance of students in Georgia by outlining how resources (human and material), services, and programs would be used. Statewide standards such as QBE and related guidelines are important. Although many local governments and school systems have taken the initiative to enact laws to improve student learning, academic performance among students continues to decline.

Educators are challenged with combating academic failure among students by understanding what influences their ability to learn. The principal, as the instructional leader, is challenged with enforcing creative strategies to encourage teachers and involve the community in educational initiatives to improve the academic success of students. However, it is crucial to understand what factors influence student academic success to begin the process of impacting academic success. Some of the factors affecting academic success of students cited in the literature are high expectations, discipline, family environment and beliefs that people hold about students' ability to learn, to name a few.

Academic success among students may occur because everyone in the organization holds similar beliefs regarding student academic success and therefore works together to accomplish a common goal.

Greene (1990) stated that the beliefs held by teachers, principals, and students regarding how students succeed make a difference in the success of students. Teacher perceptions of students are critical to the academic performance of students due to the value judgments teachers hold of students. The value judgments teachers hold may hinder or encourage student achievement. People have different perceptions, beliefs, or philosophies about many things. People may have different perceptions regarding factors affecting student academic success. According to Kloosterman and Cougan (1994, 375-376), "Beliefs are an important influence on student actions and achievement, and the belief that success in school is possible is one of the most important factors related to school achievement." How these beliefs are translated to students each day may be important to student learning.

There were other factors cited in the literature regarding factors affecting academic success of students, such as a caring and safe school environment, powerful instructional leadership, standardized tests, a culture which practices uniformity, etc. For the purpose of this study, student success in elementary school is discussed in the review of related literature according to effective schools, successful schools, and factors affecting student academic success. The twelve factors of success which are believed to affect student academic success include; (1) Iowa Tests of Basic Skills, (2) grade point average, (3) self-esteem/self-concept, (4) discipline and motivation, (5) defining academic and personal

goals, (6) moral and social responsibility, (7) sense of purpose, (8) survival skills, (9) self-reliance, (10) cultural exposure, (11) high expectations, and (12) supportive family environment.

The intent of this investigation is to determine what perceptions elementary principals, teachers, students, and parents hold regarding factors affecting student academic success in school and if their perceptions are congruent. If principals, teachers, students, and parents hold similar beliefs of factors affecting student academic success and regarding their ability to learn, then students may perform well in school. The issue of congruence of beliefs among principals, teachers, students, and parents regarding factors affecting student academic success in elementary school has many implications for school organizations. If there is an incongruence in beliefs regarding factors affecting student academic success, the likelihood of academic success among students is decreased.

Purpose of the Study

The purpose of this study was twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school; and (2) to determine the extent to which their perceptions are congruent. Once perceptions affecting student academic success in elementary school are identified and examined for their congruence or incongruence, efforts can be made to improve the academic success of elementary students. Principals, teachers, and parents will be aware of the factors affecting success which weigh heavily on the performance of students. Students will have provided their feedback to those in their surroundings who impact their

academic success in school and beyond. Principals, teachers, and parents can then become change agents by implementing strategies to facilitate improved learning among students. This study examined what perceptions principals, teachers, students and parents hold. Student academic success in elementary school affects not only the student but the school organization, the school system, local government, and the economy, which is ultimately why improving student academic success has become an issue in the United States.

Background of the Problem

Concern about student academic success has resulted in a great amount of research. Studies have been conducted to determine what factors impact student achievement. Some studies indicate that educational testing predicts student academic success in school. Kohn (1994) stated that genuine concern about student academic success should not focus on how they will perform, particularly on standardized tests, but on their overall learning in school.

The literature cites numerous psychological, cultural and environmental factors which might influence student academic performance. The academic performance of students can become negatively affected if students suffer from social maladjustment or peer pressure, early pregnancies, employed while in school, etc. (Tidwell 1989). Students may find school difficult when they are unable to communicate with peers in the classroom, accept authority figures in the school, or adhere to school expectations or everyday routines. Students also face challenges with their peer relationships. Students who are associated with other students that have chronic absences from school or who may be dropouts, may

influence their peers to hang out and not go to school regularly. As a result, the chances of dropping out of school increase as school attendance and performance worsen.

There are numerous factors that impede student academic performance in school. Early pregnancy among adolescents is another factor which affects student academic performance in school. Students who become pregnant at an early age may feel ostracized in their school environment, which can become uncomfortable for them. The responsibilities of early parenthood create many demands for the student such as, taking care of the baby and finding proper day care, financing the food, healthcare, and clothing for the baby, and the overall emotional stress that comes with the transition required to adjust to parenthood immediately. Employed while in school is another factor which may inflict great hardships on students who are striving to remain in school and perform academically. Students who work many hours a week to assist families with their finances may not consider attending school an immediate priority. Students become overburdened, tired, and unfocused on learning and resort to dropping out. Each of these factors imposes a challenge for students to perform academically and remain in school until graduation. Students who do not have the resources or support systems to help them resolve their problems, may find performing and remaining in school difficult. Poor school achievement is said to be predictive of students prematurely leaving school (Tidwell 1989). Adolescents who prematurely leave school deny themselves future opportunities and they suffer in three ways: (1) educationally; (2) professionally; and (3) economically (Thompson 1995). Students suffer educationally because when they drop out of school they decrease their chances of getting into colleges and universities of their choice. Students suffer

professionally because dropouts decrease their chances of obtaining a decent job due to some jobs requiring at least a high school diploma. Students suffer economically because they may earn less money than high school or college graduates and therefore will be near the bottom of the income bracket (Thompson 1995). Academic success among students in school is important to their overall development in school and beyond. Frymier, (cited in Russell, Lickteig, and Grandgenett 1995) stated that students who experience difficulty in succeeding in school or remaining in school through graduation and then are labeled "at risk" continue to perform accordingly. Frymier (cited in Russell, Lickteig, and Grandgenett 1995) also stated that students labeled "at risk" may represent 25 percent to 33 percent of the national youth population. When students are labeled "at-risk", they may be tracked or placed into different learning groups based on their instructional abilities (Hallinan 1994).

The factors which impede student learning must be identified in order to implement strategies for academic improvement. The shared beliefs among principals, teachers, students, and parents regarding how students learn can affect and possibly impede the learning among students in elementary school.

Statement of the Problem

This research study included principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school. This study used these different groups because of the influence each of them has on the overall academic success of the student. The problem within this study rests with how the perceptions these groups hold regarding factors affecting student academic success translate to the students through

their everyday adult-students and student-student interactions. Eventually, the students may subscribe to these same acquired beliefs, which may influence their academic success.

Ormrod (1995) stated that perceptions refer to attitudes, beliefs, or how people interpret stimuli in their environment. The perceptions or beliefs people hold, particularly principals, teachers, students, and parents, regarding students' ability to learn may impact student performance in school. If principals, teachers and parents believe that students can learn, and they translate this ideology through their daily interactions with the students, then students may believe that they too can learn. However, if principals teachers, and parents believe that students cannot learn, and they translate this ideology through their everyday interactions with the students, then chances are students themselves will believe they cannot learn. This self-fulfilling prophecy ideology is best described as the Pygmalion Effect (Rosenthal and Jacobson 1968, cited in McCown and Roop 1992), which refers to the influence teacher expectations have on student behavior. This phenomenon can possibly create a serious problem for the student, the school, and the economy. The student may become nonproductive and continue a dismal pattern of poor academic performance if that trend is "prophesied" by those who work with him or her. The school may also experience the self-fulfilling prophecy by the system's not expecting increased standardized test scores and high academic performance of students. The economy may suffer because students who matriculate through school unprepared for the workforce have to be reeducated and retrained for skills-related or other technical jobs, all of which require money to fund.

Identifying principal, teacher, student and parent perceptions of factors affecting student academic performance in elementary school is important for formulating strategies and implementing solutions to combat low student performance.

Significance of the Study

Rossi and Stringfield (1995, 73) stated, "By the year 2020, majority of students in America's public schools will be living in circumstances traditionally regarded as placing them at risk of educational failure." New theory is important in order to devise strategies for combating educational failure. Though there are numerous studies regarding perceptions of academic success, using a variety of respondents (principals, teachers, students, parents, superintendents, etc.), there are few studies which focus on congruence of perceptions among principals, teachers, students, and parents (Kells 1993; Nieto 1994; Russell, Lickteig, and Grandgenett 1995). Further, student perspectives about their success and what makes them succeed is limited in the current empirical and theoretical literature. This study provides baseline data for generating new theory on congruence of perceptions regarding factors affecting student academic success in elementary school.

Research Questions

Information was gathered from elementary principals, teachers, students, and parents within the selected school system during the 1996- 1997 academic year. This research study addressed the following research questions:

1. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of the Iowa Tests of Basic Skills and student academic success in elementary school?

2. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of semester grade point average and student academic success in elementary school?

3. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-esteem/self-concept and student academic success in elementary school?

4. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of discipline and motivation and student academic success in elementary school?

5. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of defining academic and personal goals and student academic success in elementary school?

6. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of moral and social responsibility and student academic success in elementary school?

7. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of sense of purpose and student academic success in elementary school?

8. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of survival skills and student academic success in elementary school?

9. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-reliance and student academic success in elementary school?

10. Is there a statistically significant difference among elementary principal, teacher, student, and parent perception of cultural exposure and student academic success in elementary school?

11. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of high expectations and student academic success in elementary school?

12. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of supportive family environment and student academic success in elementary school?

13. Is there a statistically significant difference among elementary principal, teacher, student, and parent perceptions of how each of the twelve dependent variables impact student academic success in elementary school?

Summary

Chapter I presented an overview of the research study. The study examined elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school and the extent to which their perceptions are congruent.

Chapter I discussed educational landmarks such as the A Nation at Risk report, the National Goals 2000, and the Quality Basic Education Act of Georgia (QBE), all of which were devised for the purpose of improving the achievement of students in the United States and local states respectively. Further, an overview of various factors which affect student academic success in elementary school was presented. The effect of beliefs that individuals

hold regarding factors which affect student academic success in elementary school was one of several factors discussed relating to the scope of this study. Chapter I further discussed the many challenges and risk factors that affect student academic success in elementary school. The chapter concluded with the background of the study, the problem statement, the significance of the study, and the research questions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Organization of the Review

The purpose of this study is twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school; and (2) to determine the extent to which their perceptions are congruent.

The review of related literature for this problem is categorized under four headings: (1) perceptual studies; (2) effective schools research; (3) successful schools research; and (4) the dependent variables.

Perceptual Studies

Perception refers to the meaning, recognition, or interpretation that people give to stimuli present in the environment (Ormrod 1995). People have different perceptions about many things; how students succeed is one of them. Sagor (1992, 13) stated, "It's important for teachers to view their organization through a similar lens." People in school organizations must work together and develop shared beliefs about how students learn in school to facilitate learning. The school principal is instrumental in shaping the school

climate for uniformity. Although a school's climate (or culture) is shaped by many things, it is the principal who occupies an important position to convey school culture through many instructional and leadership practices. Principals communicate the goals and philosophies of the organization to constituents to facilitate the process of creating a culture conducive for effectiveness. The principal sets the tone for the school environment in order to shape perceptions, which may influence student academic success. Principals serve as instructional leaders of school organizations, and they have beliefs about how they would like the school to function in order to improve instruction.

A study conducted by Russell, Lickteig, and Grandgenett (1995) focused on the issue of principal beliefs and student performance. Russell, Lickteig, and Grandgenett examined the relationship between principal and teacher attitudes, student at riskness and efforts implemented to help at risk students. Phi Delta Kappan provided data for Russell, Lickteig, and Grandgenett involving a sample of over 270 elementary, middle, and high schools. There were five factors examined in this study which were based on the perceptions of the population sample. The five factors were: (1) beliefs and use of strategies of at risk students, (2) influence of teachers and principals over skill and attitude development of students, (3) the extent to which students face out-of-school problems, (4) the influence of out-of-school problems, and (5) responsibility for helping students deal with out-of-school problems. The results revealed that in different types of schools the attitudes of personnel regarding beliefs in and use of special strategies did not differ (Russell, Lickteig, and Grandgenett 1995). The teachers believed, in order of preference, that possible strategies for working with at risk students were individualized instruction, smaller classes, more time

on basic skills, special teachers, and special education (Russell, Lickteig, and Grandgenett 1995). Principals believed, in order of preference, that possible strategies for working with at-risk students were special teachers, special education, individualized instruction, and smaller classes. Russell, Lickteig, and Grandgenett stated that the findings suggested that principals and teachers beliefs in and use of strategies for students who are at-risk are not related to the actual at-riskness of students and strategies used to help them (1995).

Kells (1993) conducted a study involving fifty school principals (twenty-five in a city district and twenty-five in a suburban district) in which the focus of the study involved predictors of student achievement and whether parental involvement influenced student achievement. A twenty-five item survey consisted of items which impact student achievement, such as lack of funding, classroom control, etc. Principals were asked to rank certain items they felt had an influence on student achievement. The findings revealed, of the twenty-five factors, lack of parental concern was the highest combined ranking between both groups of principals (Kells 1993). Kells (1993) concluded that principals in both groups conveyed that poor achievement was a result of a lack of the nuclear family, which supports students' work, and that societal problems tend to affect the education of students. Support from parents regarding school issues is important to the educational success of students. These findings are significant to the research study under investigation because they indicate factors that impact student success gathered from people who oversee students' educational development.

Solving educational problems lack student perspectives, especially those who are labeled as "problem" students or "at risk" (Nieto 1994, 392). Ironically, children are rarely

included in the dynamics of school processes and decision making. Children should be the primary consideration when conducting studies that involve them and their learning influences. Studies have been conducted to examine student beliefs regarding school and their success. The Center for Research on Secondary School Teaching (CRC) at Stanford University was designed to identify student perceptions regarding circumstances that influence their involvement with the school and the community (Phelan, Davidson, and Cao 1992). The CRC conducted a study on high school students to examine what factors affect their involvement with schools and learning. Some of the study's findings revealed that students like teachers who are not detached and who recognize who they are and what they would like to communicate. Students revealed that they do not like to feel demeaned, devalued, or unintelligent by peers or teachers, and that they more than anything placed value on teachers who cared. Further, the CRC study revealed (Phelan, Davidson, and Cao 1992) that the students indicated a desire to succeed despite the many negative outside influences that may hinder their learning.

Gathering student perceptions is a useful approach to begin the process of meeting the needs of students and implementing strategies to improve the overall school. Students are important to the decision-making process of changing school policies, practices, and strategies that impact their learning. Blatchford (1993, 91) stated: "When it comes to the debate over educational reform, the inclusion of the student voice in the political and social process of educational reform is absolutely essential to any kind of proactive discussion."

Nieto's (1994) study supported Blatchford's (1993) view on educational reform and student voices. The focus of Nieto's study was to examine the characteristics of student

experiences that helped them to remain and succeed in school by obtaining input from the students as part of a dialogue to reach conclusions about them (Nieto 1994). The study involved interviews with ten students from various racial, ethnic, linguistic and social backgrounds in which the interviews were used to develop case studies. Nieto stated that educational reform cannot begin until student perspectives are heard and included in the reform process (1994). Nieto's (1994) study revealed that all ten of the students were successful based on the following elements they used to define success: (1) remaining in school and approaching graduation, (2) devising goals for completing high school and continuing to college, and (3) having good grades and outlining future plans.

One important aspect of the interviews was that most of the students believed that they were successful even though the original focus of the study concerned the benefits of multicultural education for students of diverse backgrounds. Students voiced their concerns about other issues such as the curriculum, racism, pedagogy, tracking and grades. But most importantly, despite the students disadvantaged situations, they were determined to succeed. Nieto's (1994) study was also on children who deserved a chance to dream. Nieto learned that young people oftentimes believe that they do not deserve the chance to dream. Langston Hughes (Rampersad and Roessel 1994, 426) said:

> What happens to a dream deferred? Does it dry up like a raisin in the sun? Or fester like a sore--And then run? Does it stink like rotten meat? Or crust and sugar over--like a syrupy sweet? Maybe it just sags like a heavy load. Or does it explode?

Educators have a challenge to alter the mindset of children who dare to dream. This will require a process that includes dialogue with students concerning their learning and how

to resolve educational issues that affect them. Collins and Tamarkin (1990) stated that children know themselves better than anyone else in the world and that they combat failure as easy as they can obtain success. Educators must listen to student perspectives regarding their failure and their success in order to promote success among students, and in order for school reform to be effective in addressing student needs.

Effective Schools Research

The effective schools project by Ronald Edmonds (1979) was a notable study that involved student achievement, particularly among black students. The effective schools research, in part, defined effective schools as those schools whose focus is on improving student achievement through the use of components outlined by Edmonds. Edmonds' (1982a) specifically defined an effective school as one in which an equal percentage of minimum mastery can be obtained by the highest and lowest social classes. Edmonds (1979, 15) stated, "Inequity in American education derives first and foremost from our failure to educate the children of the poor."

The effective schools research concerned itself with urban school environments and the climates that existed in those environments to facilitate learning among poor black children. The project began with the question of whether there were schools that were instructionally effective in teaching poor children (Edmonds 1979). The current literature cites many factors that influence student academic success. Edmonds (1982a) believed that effective schools have certain components that make them effective such as, (1)

instructional leadership, (2) identification of school's purpose, (3) a safe and orderly environment, (4) high expectations, and (5) close monitoring of standardized tests.

Edmonds (1982a) characterized instructional leadership as principals who allocate a majority of their time to their schools and who manage the school by walking around diagnosing any instructional problems that may be seen through observing the classrooms. Instructional leadership here applies to how principals assess and resolve any instructional problems to sustain the educational focus on learning. For example, if a principal observes a teacher who appears to show a pattern of having difficulty delivering instruction on addition, the principal may offer instructional suggestions and techniques or recommend instructional resources to the teacher.

Identification of the school's purpose refers to the mutual understanding of the school's purpose and whether that understanding is cohesive (1982a). The instructional leader is usually the one who communicates the purpose to everyone and ensures that each person knows and understands the organization's purpose. The outcomes of the organization depend on everyone being on the same wavelength regarding the school's purpose in order to maximize learning potential of students and to facilitate an effective school environment. The principal can determine whether everyone understands the school's purpose by the faculty and staff's ability to adhere to school philosophies, through participation in school activities, and demonstrating other actions that convey knowledge of the school's purpose.

A safe and orderly environment requires the principal to address issues that contribute to an unsafe or a nonorderly environment (Edmonds 1982a). The issue is how long will a school remain in a unsafe or nonorderly condition, rather than a school being

unsafe or nonorderly (Edmonds 1982a). Principals must claim responsibility for the occurrences that render an unsafe or a nonorderly climate for the school (1982a). This can be ascertained by all faculty and staff's ability to enforce disciplinary procedures and whether they actively engage in making sure the school is in order and secure from any unknown visitors or trespassers.

High expectations from teachers are important. Research has shown that high teacher expectations impact student success. Edmonds (1982a) describes high expectations from teachers by discussing the distribution of recitation by the students. Edmonds (1982a) stated that teachers who select students who they believe most likely know the answers could be categorized as ineffective teachers. Edmonds (1982a) further stated that teachers should make expectations universal by requiring minimum mastery by all students through random recitation. Random recitation ensures that the distribution of students called upon to answer questions does not rely on race, social class, or gender. One can assess universal expectations practices by observing classroom teachers daily interactions with students and by sometimes talking with teachers regarding their students.

Edmonds (1982a), in his final category of effective schools, stated that close monitoring of standardized tests is essential because they "do not adequately measure the appropriate ends of education." Some school systems focus on raising student test scores (which is important) instead of ensuring that the students learn and show signs of mastery of concepts and skills. Edmonds (1982a) describes the idealogy of those whose focus is on raising test scores as those who buy into the belief that instructional effectiveness is congruent to educational excellence. For instance, if a school relies on test scores, one

might presume that student success represents scores received on the Iowa Tests of Basic Skills and nothing else. Success may not be seen beyond performance on tests.

The effective schools research has received much criticism. Much of the debate is over the five characteristics of effective schools. Contenders suggest that the five characteristics perhaps are indicators of something else more elusive and challenging to define, and that they are not causative (Edmonds 1982a). In other words, schools which possess the five characteristics are not necessarily effective schools. Edmonds (1982a) agreed with the conclusions; however, he states that if the five characteristics are improved, then, effectiveness within these schools may improve. The effective schools research has prompted many schools to study the characteristics and to implement effective schools practices into their school systems. These practices are termed school improvement programs, which were derived from educators accepting the research of Brookover and Lezotte, Edmonds, etc. (Edmonds 1982b). Three types of programs emerged from the effective schools research: (1) local school district programs (2) state education agencies, and (3) research and development programs (Edmonds 1982b). Each of these programs focused on intervention, combating failure among students before the problem arises, and maintaining the local school as the unit of analysis. The programs require systematic evaluation on changes in student achievement and in observable changes in the organization and the nature of the school (Edmonds 1982b). The school improvement programs presume that all school-age children are able to learn and that their desire to learn stems from the nature of the schools to which they are sent (Edmonds 1982b).

The effective schools model offers potential in raising teacher expectations and increasing student achievement among black children. The effective schools study did not speak of the relationship of adjustment in school by children and their family and cultural relationships (Willie, Garibaldi, and Reed 1991), which also tend to influence how and what children learn, and are suggested in the literature as factors affecting student academic success. In any organization, an effective plan for success improves the chances of success.

The effective schools research is applicable to the study of elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school due to the manner in which success is defined. There are twelve dependent variables within this study that represent factors of success. Within the twelve dependent variables, the five correlates of effective schools can be extracted in some form. Duncan (1987, 27) stated:

> Effective schools are places where principals, teachers, parents and students agree on the goals, methods, and content of schooling. They are united in recognizing the importance of coherent curriculum, public recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning.

Successful Schools Research

Poor academic performance among students is prevalent in many schools across the United States. Low student performance indicates the need for new strategies to implement to influence success. The successful schools research can serve as a useful tool in affecting student academic success. Those schools that have been named successful may serve as models for other schools to design their strategies for improvement. Schools have within

them their own set of beliefs, routines, and procedures. The components prevalent in successful schools may not necessarily work for other schools but can assist in identifying components which match the needs of a school's environment. A constant theme throughout successful schools research centered around culture and school uniformity. Snyder (1993, 32) stated:

> Collaborative decision making, problem solving, and planning are necessary to the success of activities. Continuous collaboration among teachers, parents, students, and principals tends to produce a healthy school climate, which also influences success or failure.

Snyder's (1983) theory was supported by Lipham, Rankin and Hoeh (1985), who stated that a successful school can emerge when the values within the school are uniform, translated into meaningful organizational goals, and the staff is committed to achieving the goals. Because values define a school's culture and the individual, they do affect the educational outcomes. Asa Hilliard, III (1995, 194), however, asked the question: " Do We Have the 'Will' to Educate All Children?" Hilliard states that whenever there are willing people who are prepared to teach our children, education will occur. A distinguished professor and educator who has conducted many studies on curriculum issues, Hilliard (1995) stated that restructuring of the educational system must first lie with embracing a will to excellence, looking into the goals that are set for children, and examining the beliefs that we have about them. Those who are at the forefront of the classrooms must want, desire, and be willing to teach and abandon the notion that children cannot learn. Dr. Hilliard presented case studies of two individuals who impacted achievement among children who were having academic challenges.

Abdulalim Shabazz and Jaime Escalante were two notable educators who had the will to impact student academic success. Shabazz, a mathematician, believed in his students despite their disbelief in themselves to do well in mathematics. Shabazz (quoted in Hilliard 1995, 195) stated, "Give me your worst ones and I will teach them!"

Escalante, an educator, also successfully taught minority students who were on the verge of decline in their respective schools. Shabazz, Escalante, and Hilliard all had positive perceptions that children are intelligent and that they can succeed in school (1995).

Cartwright, a school principal, embarked on her vision to make Blaine Elementary in North Philadelphia a success story. Cartwright had a positive attitude toward beliefs about student improvement and how to make the school successful (Cartwright and D'Orso 1993). The successful practices were evident in For The Children: Lessons From a Visionary Principal, when Cartwright facilitated a positive transition at Blaine Elementary by first addressing the physical environment of the school (Cartwright and D'Orso 1993). The physical environment of a school is very important to school success. Blaine Elementary was located in a disadvantaged neighborhood where the building, grounds, classrooms were in need of an overhaul. The principal used such strategies as asking the children to come into the building each day with a ticket, which represented a piece of trash, to help clean up their school. The principal cleaned bathrooms and classrooms, washed children's clothes, etc, to begin the process of uplifting morale and raising self esteem. Cartwright knew the influence of what a clean, colorful school environment had on the academic success of the students (Cartwright and D'Orso 1993).

After realizing the imperfections of the school and establishing routines for the imperfections, positive change occurred within the students, the teachers, and the school environment (Cartwright and D'Orso 1993). Each year test scores increased, students felt safe and secure, and the teachers were more committed to teach. The phenomenon that occurred at Blaine Elementary supports Edmonds' (1979) effective schools research. Cartwright assumed her position as principal and addressed the needs and concerns of the school by using effective strategies for school improvement in which the outcome resulted in academic success among students and success within the school (Cartwright and D'Orso 1993).

Sizemore (1987) conducted a qualitative study which was based on Grim T. Allison's Organizational Process Model. The model basically premised that for every organization (i.e., government, educational, etc.) that has outcomes, there are routines (1987). Every positive or negative outcome in an organization is a result of what the people do in that organization. To test Allison's model, Sizemore (1987) studied three high-achieving and three low-achieving black schools in order to compare the routines within the school and to determine why the low-achieving schools were not learning. Sizemore's (1987) study revealed a set of routines such as discipline, measurement, assessment, etc., in the high-achieving schools which created an effective teaching and learning environment. These sets of routines were not prevalent in the low-achieving schools. The high achieving schools had principals who were able to change the structure of the school, which facilitated attitude changes by the teachers and improved learning by the students (Sizemore 1987).

In Lightfoot's The Good High School: Portraits of Character and Culture, (1983) there were routines in each of the six high schools. The recurrent themes in each of the six high schools included characteristics relating to control and coherence, especially in schools that needed a positive transition or sustenance of current practices. The routines were also defined to implement strategies to help vulnerable students and to meet school goals. Lightfoot (1983) argued that it is the consciousness about school imperfections and one's willingness to acknowledge them and strive for solutions that make a good school, similar to the principal at Blaine Elementary who addressed concerns and implemented solutions.

Lightfoot's (1983) study supported some of Sizemore's (1987) findings. The similarities that existed between Sizemore's, and Lightfoot's studies consisted of the notion that every school is unique with an establishment of routines and activities. Sizemore found prevalent routines in high-achieving schools that perhaps did not exist in low-achieving schools.

Principals who have a vision and a desire to address obvious school concerns tend to be one step ahead of making their school successful than those who do not. Principals set the tone for the school environment, and they also have a vision for how they wish to improve or shape the school for success. Sagor (1992) stated that successful schools occur where there are leaders who are transformative and have within them these three components: (1) a clear, unified focus in which the leader guides the staff toward empowerment and collective ideas; (2) a common cultural perspective in which teachers share a common view of the school's culture; and (3) a constant push for improvement in which the leader continues persistent efforts to facilitate change and empowerment.

Lipsitz (1984) examined the Dorothy L. Fisher Magnet Middle School, the Shoreham Wading River Middle School, the Western Middle School, and the Samuel V. Noe Middle School, all of which had consistent successful themes. The principals in each school were visionary leaders who were competent and vibrant. They all believed in teamwork, instructional leadership, meeting the developmental needs of students, and planning for success. Each of the schools started from the beginning with positive environments, with the exception of Noe Middle School. Noe Middle School had to make a transition to exceptionality by devising a viable plan for success. Goals and purposes were defined and conveyed to the students and the faculty. A teamwork atmosphere was established and the climate encouraged hard work, humanness, and positiveness (Lipsitz 1984).

Successful schools have within them a set of characteristics or practices that render them successful. These characteristics are similar across other successful schools which may have different structures. Success strategies can be replicated and implemented across school organizations, however they must match the clientele served and their specific needs.

Factors Which Affect Student Academic Success: Dependent Variables

Iowa Tests of Basic Skills (ITBS)

In 1895, Rice (Mehrens and Lehman 1969) developed the first objective education achievement test in the United States after previous breakthroughs by Horace Mann and George Fisher. Rice issued a spelling test to over 16,000 students in Grades 4-8

(Mehrens and Lehman (1969). Due to the variation in the test results, Rice furthered developed other tests to ascertain the true differences in student scores (1969). The manner in which Rice conducted this testing procedure chronicled what we now call standardized tests. Standardized tests are defined by Noll as the following:

> A standardized test is one that has been carefully constructed by experts in the light of acceptable objectives or purposes, procedures for administering, scoring, and interpreting scores are specified in detail so that no matter who gives the test or where it may be given, the results should be comparable; and norms or averages for different age or grade levels have been pre-determined (quoted in Mehrens and Lehman 1969, 6).

The Iowa Tests of Basic Skills is a standardized test which, to date, measures accomplishments in math and reading. The purpose of the ITBS, or any other standardized test is to provide the teacher with information about the knowledge or skills a student possesses (Mehrens and Lehman 1969). The type of information that the ITBS can provide can be useful in measuring outcomes, helping teachers to improve instructional delivery, providing information about students who might need remedial instruction, etc. The ITBS today is seen as an objective measuring tool to predict student academic success.

Grade Point Average (GPA)

Grade point average may best be defined as the cumulative score of student grades over a period of time assigned by the teacher. The primary purpose of grades is to provide students with feedback on their performance in a given subject (Ory and Ryan 1993). Prior to the emergence of standardized testing, objectivity and reliability of teacher grades was an issue (Mehrens and Lehman 1969). Several studies were conducted on the reliability of

assigning teacher grades. Teachers were given an essay or a math paper to review and assign a grade (Mehrens and Lehman 1969). Several discrepancies were found in that each teacher had considerable variation in the grades for the paper. This study reflects the challenges teachers face today with assigning grades to students in an objective manner. Grade point average indicates how well students are performing in school. However, Ory and Ryan (1993, 110) stated, "an individual instructor's own attitudes, values, and assumptions influence his or her grading policies and practices." These studies, which revealed considerable subjectivity in testing and grading students chronicled the development of more objective means of testing and grading students (Mehrens and Lehman 1969).

Self-Esteem/Self-Concept

Jawanza Kunjufu (1984, 15) stated, "Self-esteem is to possess a favorable opinion of oneself . . . and should be viewed more as an end result." Kunjufu (1984) further stated that self-concept is learned and that it involves the meaning children assign to their environment and their peers.

Studies have been conducted concerning the impact of motivation, self-concept and self-esteem on academic achievement of minority students. Research conducted about self-esteem and student achievement has revealed a positive correlation between self-esteem and academic achievement (Kohn 1994). However, Kohn (1994) suggested that more harm than good is done when efforts are focused on self-esteem, and therefore he disputed the theory that self-esteem positively affects academic achievement. The fact that self-esteem

positively correlates with academic achievement does not mean that as self-esteem increases academic performance will increase. Kohn (1994) stated that the important issue is how self- esteem is qualified in these studies rather than its positive association to achievement.

Children's perceptions of themselves tend to impact their academic achievement. Children who have an overall positive self-concept will take their skills and goals to the highest avenue and, as a result, their self-esteem will improve (Comer and Poussaint 1992). Educators and teachers are challenged to meet the academic needs of children. In some schools children need to experience success in order for academic gains to occur. Improving a student's self-esteem to effect overall global self-concept is an effort worth implementing. The strategies teachers use to promote positive learning experiences are more significant than a child acquiring self-esteem to sustain achievement.

Discipline and Motivation

Sommer (1984, 90) quoted Theodore Roosevelt as saying, "If you are going to do anything permanent for the average man, you must begin before he is a man. The chance of success lies in working with the boy and not the man." Students in elementary school must be taught early the rules and proper behavior in school and in life. Poor habits by students and defiant attitudes may be counteracted if a disciplined educational environment is established (Sommer 1984). Students who misbehave tend to negatively influence the learning of other students who behave appropriately. Young children require love and discipline. Sommer (1984) stated that interest in school subjects and discipline are said to be related because as students become motivated and interested in school, discipline

challenges will decrease. Teachers today often reveal that one of their greatest challenges as a teacher is being able to handle discipline concerns effectively. The discipline challenges teachers are faced with negatively affect the academic success of other students.

Defining Academic and Personal Goals

Defining academic and personal goals can be a fulfilling experience when students set goals, work hard to accomplish them, and ultimately see them come to a reality. Student academic performance is affected by learners who set realistic goals for themselves (McCown and Roop 1992). The motivation level of students may affect their ability to formalize meaningful goals. If students aspire to produce a desired behavior, then they will probably engage in evaluating their performance to determine whether they can learn, which is part of the self regulation process (McCown and Roop 1992). Successful academic performance of students maintains student motivation, which promotes their sense of belief regarding whether they can achieve a desired goal or behavior. Teachers have instructional goals that must be met involving student learning and performance (McCown and Roop 1992). Teachers are challenged to facilitate the process of encouraging students to define their own goals through creative instructional tactics. McCown and Roop (1992, 279) stated, "Learners who are good at regulating their own learning activities are likely to set more realistic goals for themselves."

Moral and Social Responsibility

The current research involving moral and social responsibility relates to the topic of character education. Kohn (1997, 429) defined character education as the following:

> In the broad sense, it refers to almost anything that schools might try to provide outside of academics, especially when the purpose is to help children grow into good people. In the narrow sense, it denotes a particular style of moral training, one that reflects particular values as well as particular assumptions about the nature of children and how they learn.

Educators have implemented character education programs to encourage students to understand and practice social and moral development with hope of these efforts improving student academic success. These programs have been criticized as drilling students to have good behavior rather than allowing students to engage more into reflective exercises to improve their behavior (Kohn 1997). The instructional tactics used to teach and practice character education appears to be the basis for much of the criticism.

Likona's Model of Moral Education (Likona 1987) gives four processes pertinent to educators aspiring to effect the development of character within their students. The four processes described by Likona are: (1) building self-esteem and social community, (2) cooperative learning and helping relations, (3) moral reflection, and (4) participatory decision making. Likona's model can prove beneficial to the overall academic performance of students. Building self-esteem and social community may boost the confidence level of students to promote a stronger global self-concept. Cooperative learning and helping relations may help students to rely more on their skills and knowledge to work and learn from and with others. Moral reflection and learning can foster reflective thoughts about real-life situations, which is what Kohn (1997) suggested as being effective to improving

one's character. Participatory decision making may affect a student's sense of purpose regarding school by allowing him or her to be involved in the learning processes. These processes are dynamic and require teachers to hold strong convictions and sensitivity about moral development. Ultimately, the comprehensiveness of Likona's (1987) model may be beneficial to addressing the academic needs of students.

Sense of Purpose

Students need a sense of purpose in their lives and to the curriculum in which they are engaged. Success in school begins with relating life experiences to school in order to keep students focused and excited during the learning process. The process of creating a relevant curriculum requires careful analysis of student learning styles, their cultures, and many other things that impact their learning. Part of the learning process requires relevance and a sense of purpose to apply knowledge to actual experiences. Many authors argue that if that relevance in the curriculum does not exist, then how can learning by the student take place? The Council of Independent Black Institutions (CIBI) was devised in 1972 to provide students with a culturally relevant curricula (Lomotey 1992) and also because educators and parents were searching for more effective means for improving the education of African American students. The CIBI curriculum is culturally relevant to the students and allows them to view an Africa-centered world and focus on familyhood, value systems, and a revolutionary style of life (Lomotey 1994). Students who attend the CIBI schools attain high levels of self-esteem and success on standardized achievement tests. The infusion of

culturally relevant curriculum in any school where children are diverse ethnically, racially, religiously, socially and educationally is crucial to the learning process.

Survival Skills

Survival skills may best be understood by discussing the environmental influences that children face which cannot be dismissed as insignificant influences affecting learning among children. Edelman (1992, 85-86) stated, "Over 13 million children in our rich land will go without the basic amenities of life." Social and psychological influences tend to affect student academic success in school. The Children's Defense Fund has reported that nearly 5 million children slipped into poverty since 1973, and today in the United States nearly 14 million children are impoverished (Hayes 1993). The impact of poverty on student academic success is a challenge for educators. Children may have problems concentrating in school and on learning when major priorities for them are when they will get their next meal, a heated home, or protective clothing. Abraham Maslow, a behavioral scientist, developed a hierarchial needs theory that addresses this issue (Hersey and Blanchard 1993). Maslow stated that there is a hierarchy into which human needs arrange themselves and that when one need is satisfied, the next need level emerges. In the case of school children who are impoverished, their ability to succeed to their full potential or, more realistically, to a safety level may be very difficult unless physiological needs are met.

The socioeconomic status of students, with the focus on poverty and housing, can affect student academic success in school and can impact the quality of learning a student will receive, particularly in an urban school. Children who live in poverty usually attend urban

schools which are quite larger than schools in upper- to middle-class neighborhoods, private schools, or parochial schools. More than likely, these schools have fewer resources and, therefore, education is not available to every child in the same way. This legitimizes the inequities and inequalities school-age children face when socioeconomic status impacts their educational lives. Kozol (1991) explicitly delineated in his book, Savage Inequalities, the inequities and inequalities low-income households of school-age children have and how these things can impact academic achievement of students. Kozol (1991) stated that one's housing and income, as emphasized previously, are elements that impact the student learning process. Conditions that plague low-income neighborhoods are unemployment, sewage problems, chemical plants that increase pollution, infant mortality and premature births. The schools in low-income areas, as emphasized by Kozol (1991), face the same horrendous conditions as homes in which the children live (1991). As a result of these conditions, children often resort to maladaptive behavior and begin skipping school. The educational expenditure for pupils in low-income areas appears not to meet the educational needs of children in these areas.

Educators have a challenge to impact the learning process, despite the many negative environmental influences children face. The philosophy that all children can learn is one that many educators share, but they are challenged to devise strategies to make learning possible. Children come from a variety of backgrounds, and the views that are held about them because of their background should not affect their learning in school.

Self-Reliance

Self-reliance may be best defined as depending on one's self or having confidence in one's own abilities to work independently to accomplish goals and objectives. Kunjufu (1986) stated that kids who are faced with the challenge of being unemployed should learn how to make a product or provide a service. Kunjufu (1986, 61) further stated, "A good education should make you independent and self-sufficient by teaching these skills." Self-reliance is a skill which can be learned through an instructional technique that many teachers integrate into their classrooms. This instructional technique is termed cooperative learning. Cooperative learning is a process by which students work together and learn from each other (McCown and Roop 1992) while the teacher facilitates the learning process. Comer and Poussaint (1992, 183) stated that cooperative learning "is based on the notion that all children can learn and contribute something to the learning of each other." Many schools use cooperative learning as an instructional method because it allows children to communicate verbally their skills to others, which thereby increases their knowledge. Cooperative learning allows students to enhance their social skills by sharing and exchanging ideas with their classmates.

Robert Slavin has reached successful outcomes among his students by using a process similar to cooperative learning, such as student team learning (cited in Levine 1994, 48). The students work in four- to five-member learning teams and receive recognition based on the extent to which all team members complete and master a common set of skills (1994). Studies using the student team learning approach have shown significant gains in student reading, mathematics, social studies, science, and other subjects. The findings also indicated

that students began to have positive attitudes toward school and in their self-concept (Levine 1994).

Cultural Exposure

Effective teaching requires a knowledge of each student's culture and ethnicity. Gallagher and Kirk (1989, 76) defined culture as "the context in which children develop." Culture is the values, norms, customs, and attitudes of a particular group of people (Gallagher and Kirk 1989). Ethnicity refers to the classification of a particular group's race or surface clues such as skin color, facial features, dialects and so forth (McCown and Roop 1992). Kunjufu and Vann (1993, 490) stated, "Whether the subject is history, science, or literature, the experiences of all cultures involved must be equally recognized and legitimized."

Multicultural education is a curriculum in which everyone's culture and background are implemented to cater to the needs of a diverse population. Previous discussions on multicultural education as part of the educational curriculum and the impact of relating instruction to the diverse and creative backgrounds of all children are similar to teaching practices which involve culture and ethnicity. Until the emergence of multicultural education, the curriculum most prevalent in today's schools was Eurocentric in nature and isolated the many backgrounds and lifestyles of ethnic individuals. Many misconceptions have heightened the racial tension among ethnic groups. James Banks (1993) stated that it is unfortunate that many debate over the multicultural education curriculum movement as being for people of color excluding the white population. The reality is that the Western

tradition has been polarized. Banks (1993) further stated that multicultural education is sorely needed to enlighten people to become more aware and knowledgeable to address important issues in this world. There is still more progress to be made in this area; however, many schools are implementing various instructional practices into their curriculum to address the needs of the changing diverse student population.

High Expectations

There are many instructional approaches to use in the classroom to impact student success. Collins and Tamarkin (1990) stated that the difference in the academic success of students is attributable to teacher expectations. Studies have shown that teacher expectations are significant to student achievement. The University of Chicago conducted a study of 70,000 schools to determine the major factors which affect student performance (Kunjufu 1984). Educational literature constantly cites socioeconomic factors as key ingredients to student success. The findings from this study indicated that teacher and parent expectations were the most important factor of student success and that, " Performance is a by-product of self-esteem and stems from high expectations" (Kunjufu 1984, 26).

The daily classroom interactions between teachers and students are key to the overall learning development of students. The personality and beliefs of the teacher and how they affect differential learning is a question still unanswered (Harvey-Grimes, 1986). Although the issue is the dynamics of teacher personality and its impact on learning by the student, another issue is how teacher dynamics affect the perceptions that students come to hold about themselves regarding their success in school. Students come to believe what their

teachers convey to them in the classroom involving their learning, whether it is explicit or implicit. Teachers who foster an environment of high expectations will facilitate high outcomes among the students. Teachers who believe that their students cannot do well in school contribute to the poor performance of students. The Pygmalion Effect or, more commonly, the self-fulfilling prophecy describes this belief system best.

The term Pygmalion Effect came from the myth of a Greek sculptor, Pygmalion, in which a statue that he was working on came to life due to the expectation he held regarding that statue (Rosenthal and Jacobson 1968). The Pygmalion Effect refers to the influence teachers' expectations have on behavior of students (Rosenthal and Jacobson 1968). Research involving expectations emerged in the late 1960s in which many studies have been conducted in this area. Pygmalion studies primarily involved experiments which controlled for teacher expectations and their impact on student intelligence quotient scores (Rosenthal and Jacobson 1968). Additionally, Pygmalion studies initially did not gain acceptance (Rosenthal and Jacobson 1968) but has proven beneficial today.

How do principals, teachers, students, and parents convey their perceptions through their behavior and daily interactions in the school or the home to shape the perceptions of others, particularly students? This phenomenon was best described by Jussim (1968) who suggests that self-fulfilling prophecies operate in a process which requires three stages (cited in McCown and Roop 1992). Jussim (1968) stated that during the first stage, teachers develop expectations (cited in McCown and Roop 1992). In the second stage Jussim (1968), stated that teachers begin treating students differently based upon their conveyed expectancies (cited in McCown and Roop 1992). In the third stage (Jussim 1968), students

begin to behave in the expected ways in which their behaviors and attitudes confirm the expectancies (cited in McCown and Roop 1992). Jussim (1968) further stated that teachers whose expectations are communicated to students play some role in influencing student academic behavior in the classroom (cited in McCown and Roop 1992).

Geisel and Geisel (1990, 42) stated, "And will you succeed? Yes! You will, indeed! (98 and 3/4 percent guaranteed.) KID, YOU'LL MOVE MOUNTAINS!" Favorable or positive views about student academic performance, student motivation or a strong desire to learn play some role in affecting students' perceptions concerning their academic performance. This supports Good and Brophy's (1991, 125) belief that "Students not only develop inferences about what different teachers think and expect of them; over time they develop beliefs about their potentials and roles as students."

Supportive Family Environment

Children spend the majority of their day in the classroom. However, the family is the first influence in the development and promotion of learning. Children learn values, morals, and who they are through their daily interactions with their family, and they carry this foundation to the schoolhouse every day to incorporate into their learning processes. As noted earlier in this paper, impoverished children face many obstacles that impede their learning. Different cultural and ethnic groups face different problems in their homes and ultimately will react to those problems and their surroundings differently. All of these things may influence the way in which a child learns.

Reginald Clark (1983) conducted a ten-year study that involved case studies of ten black families who lived in low income areas. In a sixth-month period, over 48 hours were spent observing the interactions, conversations, and activities that families took part in on a day-to-day basis. The focus of the study was to demonstrate that the overall quality of family home life determined the academic readiness of children. The findings of the study revealed that the beliefs, activities and overall cultural style, not the family units' composition or social status, produce readiness and desirable classroom behavior of students (Clark 1983). Clark (1983) stated that the manner in which parents capitalize on a child's emotional dependence in order to delegate responsibilities and to exercise control over home learning activities functions as a major stimulant to learning and value transmission in the home.

The family and the community play a significant role in school age children's learning and achievement. School and family partnerships have been developed throughout many school systems. Joyce Epstein (1995, 701) stated that the main reason for developing school and family partnerships is, "to help youngsters succeed in school and later in life." The partnerships of families and schools cannot exist in vain; there must be activities designed to motivate students to achieve their own successes (Epstein 1995). Many schools are separated from the community and communication is very limited between families and schools. Epstein (1995) emphasized the importance of maintaining a cohesive partnership that will encourage learning and development of students.

Synthesis of the Review of the Related Literature

The review of the related literature discussed four areas relating to the research study under investigation: (1) perceptual studies, (2) effective schools research, (3) successful schools research, and (4) factors which affect student academic success in elementary school.

Perceptual studies focused on the impact perceptions held by those in a school environment have on education outcomes. There is an ideology that perception is reality. The literature review stated that values and beliefs represent the culture of an institution, which are conveyed through one's actions or behaviors. Beliefs regarding how students succeed make a difference in the success of students. The principal sets the tone for the school's culture, which transfers to faculty, staff, and students.

This study examined elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school. The study asked the questions: (1) Are principal, teacher, student, and parent perceptions congruent? and (2) Do congruent perceptions matter among the aforementioned groups? The literature stated that a setting in which everyone buys into the same belief or philosophy of the school will tend to work cohesively to see that the school and the students succeed. The literature expands the horizons regarding perceptual studies and how they carry merit as a means to devise strategies to improve school and student outcomes. The literature also provides insight for schools that have cultures which have not yet been defined and who have incompatible or negative perceptions regarding how students succeed. The study conducted by Nieto (1994) may certainly fill existing voids regarding the current schools of thought on

student academic success. Student perspectives about their success and what makes them succeed are rarely obtained when educational reform efforts are conducted. This study is significant because it helps researchers to regard student perspectives about what affects their learning as important. It also conveys how everyone working together and having similar ideologies regarding student academic success may facilitate academic success among students. The perceptual studies in the review of literature help to guide future research for addressing educational improvement issues.

The effective schools research by Ronald Edmonds (1979, 1982a, 1982b) involved five characteristics that are pertinent to schools striving to become successful. The five characteristics are instructional leadership, a defined school purpose or mission, a safe and orderly school environment, high expectations, and close monitoring of standardized tests. These five characteristics, Edmonds stated, are necessary to schools becoming successful, in which success is defined as student achievement. The effective schools research is related to the study under investigation due to how the dependent variables within this study encompass the five characteristics of effective schools. This study, however, examines what principals, teachers, students, and parents perceive regarding factors affecting student academic success and if their perceptions are in fact congruent, which extends beyond determining effects on achievement based on the five characteristics of effective schools research.

The literature regarding effective schools states that an organization must have a principal who is an instructional leader and one who has a vision to succeed. Also there was a recurrent theme that those who know the school purpose or philosophy and who can create

a school that is safe with high expectations can have an educational setting conducive to positive academic outcomes. The principal is challenged with accomplishing the task of influencing attitudes and creating a school culture that promotes student academic success.

The successful schools research focused on various descriptors, characteristics, and phenomena prevalent in schools that were successful. The recurrent theme throughout the successful schools research focused on routines within the school, addressing student and school concerns, matching the strategies for success to the needs and wants of the students, and having a visionary leader. The instructional leader must first find out what the needs and desires of the students are and how students, teachers, and others perceive factors that affect student academic success. Principals stand at the forefront to facilitate school success through communicating beliefs and creating a culture of uniformity. The successful schools research closed the gap between what schools are actually doing and how they can do it. Successful schools research extends beyond the effective schools research to focus not only on achievement, culture, and climate of the school, but also on the structural composition of the school and the procedures and routines that go with maintaining that structure. Successful schools research implies that, before any school can be successful, it must know the clientele served and what the clients need or require for successful development. In order to accomplish these tasks, instructional leaders must first determine what beliefs are held in the organization regarding academic success, which is another reason why successful schools research relate to the study under investigation. In each of the studies discussed within successful schools research, the principals first had to assess their environment, implement a plan, and monitor the plan for success to ensure that it was congruent with the

needs of the clientele served. The strategies and procedures had to be clearly defined across school lines, which is why replication of successful practices is ill-advised. Every school is different and every student is different; therefore, successful strategies must be relevant to the students served. Knowing and understanding the perceptions of principals, teachers, students, and parents places instructional leaders at a vantage point to devise a successful plan for their school. The successful schools research clearly defines knowing the needs and wants of the clientele as crucial to implementing an effective plan for success.

Factors which affect student academic success are: (1) Iowa Tests of Basic Skills, (2) semester grade point average, (3) self-esteem/self-concept, (4) discipline and motivation, (5) defining academic and personal goals, (6) moral and social responsibility, (7) sense of purpose, (8) survival skills, (9) self reliance, (10) cultural exposure, (11) high expectations, and (12) supportive family environment. These twelve dependent variables represent factors of success. How each variable affects student academic success was discussed. This section of the review of the related literature conveyed that the twelve factors affecting student academic success are dynamic and that no one factor serves as the sole and most important factor affecting student academic success in elementary school. Because learning is a dynamic process and every student is unique, it seems only legitimate that factors affecting student academic success would be dynamic and comprehensive.

CHAPTER III

THEORETICAL FRAMEWORK

Introduction

This study determines elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school and the extent to which their perceptions are congruent. The dependent variables within this study are quantitative and are analyzed using analysis of variance (ANOVA) statistical procedures. The investigation involved 260 elementary principals, teachers, students, and parents in four elementary schools. This study is based on various theories and concepts applicable to this study, such as the basic systems theory of school organizations, organizational culture, and Getzels, Lipham, and Campbell's (1968) Composite Model of Behavior in Social Systems (cited in Lunenberg and Ornstein 1991).

Schoderbek, Schoderbek and Kefalas (1985) stated that the systems theory of school organizations is a way of viewing organizations as a whole and how they function with other parts of the organization and the environment (cited in Lunenberg and Ornstein 1991). The basic systems model is representative of inputs (humans, materials, and resources) used to produce a product or service. In this particular research study, inputs serve as teachers who are attempting to produce successful students. The transformation process (technology,

functions, interactions among people within the organization) concerns itself with the dynamics among individuals (Lunenberg and Orstein 1991). Outputs (products and services) refer to high academic performance among students. The feedback loop refers to information concerning the outputs, and the environment refers to the external forces (social, political, etc.) that impinge on the organization (Lunenberg and Ornstein 1991).

The school organization is depicted as an open system including inputs, transformation process, outputs, and feedback from the external environment. Understanding the structure of a school organization aids in conceptualizing interrelationships among inputs, transformation process, and outputs. The principal as the instructional leader must convert everyone's needs and ideas into a viable plan of action best suited for the school to secure the organization's structure and to develop a shared philosophy for the organization's culture to produce a successful academic environment.

Kilmann, Saxton, and Serpa (1985) stated that organizational culture is, "shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values" (quoted in Lunenberg and Ornstein 1991, 51). Deal and Kennedy (1983, 14) stated that organizational culture represents, "The elements of culture are shared values and beliefs, heroes and heroines, rituals and ceremonies, and an informal network of priests, priestesses, storytellers, spies, and gossips." Lipham, Rankin and Hoeh (1985) stated that values are said to define culture and describe the individual which affect school expectations. Lipham, Rankin and Hoeh (1985, 11) further stated, "Research reveals that when the values of individuals within the school are reasonably uniform, the values are translated into meaningful organizational goals, and there is a commitment to achieving the goals, then

successful schools result." Schein (1985) stated that organizational culture contains the following characteristics (cited in Lunenberg and Ornstein 1991, 58):

1. Observed Behavioral Regularities. When organizational members interact, they use common language, terminology, and ritual and ceremonies related to deference and demeanor.

2. Norms. Standards of behavior evolve in work groups, such as 'a fair day's work for a fair day's pay'. The impact of work-group behavior, sanctioned by group norms, results in standards and yardsticks.

3. Dominant Values. An organization espouses and expects its members to share major values. Typical examples in schools are high performance levels of faculty and students, low absence and dropout rates, and high efficiency.

4. Philosophy. Policies guide an organization's beliefs about how employees and clients are to be treated. For example, most school districts have statements of philosophy or mission statements.

5. Rules. Guidelines exist for getting along in the organization, or the 'ropes' that a newcomer must learn in order to become an accepted member.

6. Feelings. This is an overall atmosphere that is conveyed in an organization by the physical layout and the way in which members interact with clients or other outsiders.

The characteristics of organizational culture, taken as a whole, explain how organizations come to represent what they are, and how they come to believe in certain ideas or philosophies. Organizational culture explains the interactions and dynamics that occur among principals, teachers, students, and parents to shape the foundation of the organization. These daily interactions and communicated beliefs pave the way for the internal environment (teachers, students, staff) and the external environment (parents, community, businesses) to develop their individual or shared ideas to integrate into the activities and philosophies of the school. In a school setting, a culture can exist and can be reshaped

whenever new administrators arrive. The principal is the one who communicates ideas, goals, and philosophies to the faculty. The faculty communicates these ideas and goals to the students. The students communicate ideas and goals to the parents and parents also become involved in school activities to help achieve certain goals and objectives. Deal and Kennedy (1983) described how a school can negatively influence educational performance. These authors raise several questions regarding how groups perceive school philosophy, values, beliefs, instructional issues and community and school involvement. Deal and Kennedy (1983, 15) stated:

> Communities sometimes change rapidly while school cultures stay the same, resulting in a mismatch between internal and external beliefs and values. The interactions among principals, teachers, students, and parents and whether they come to share and believe in communicated ideas, philosophies and goals, are what make up organizational culture.

Perceptions of factors affecting student academic success may be developed through a school's organizational culture. For example, in looking at the characteristics of organizational culture, such as dominant values, philosophy, and feelings, if a principal constantly communicates (verbally, in writing, through activities, or by any other means) that teachers should espouse the belief that all children can learn, then the principal will expect teachers to uphold the values and beliefs, put their theories into action, and do whatever it takes to ensure that the school's foundation and the daily interactions convey the same message.

Getzels, Lipham, and Campbell's (1968) Composite Model of Behavior in Social Systems is a product of the expansion of Getzel and Guba's Social Systems Model which

further depicts educational administration as a social process (cited in Lunenberg and Ornstein 1991). Getzel and Guba's Social Systems Model is a dynamic model that conveys how groups work together to accomplish organizational goals. George C. Homans (1950) said that "Social systems theory refers to activities and interactions of group members brought together for a common purpose" (cited in Lunenberg and Ornstein 1991, 51). Getzels and Guba's Social Systems Model explains how interactions between the institution (nomothetic dimension) and the individual (idiographic dimension) occur to achieve a common goal. The nomothetic dimension makes up the institution's roles and role expectations. The idiographic dimension makes up the personality and needs disposition of the individual to produce an observed behavior (Lunenburg and Ornstein 1991). Getzels, Lipham, Campbell (1968) stated, "Incongruencies in the nomothetic and idiographic dimensions, or in their interaction, are symptomatic of administrative failure, and lead to a loss in individual and institutional productivity" (quoted in Lunenberg and Ornstein 1991, 54).

The expanded version of Getzels and Guba's Social Systems Model--the Getzels, Lipham, and Campbell (1968) Composite Model of Behavior in Social Systems--includes a second cultural dimension, which depicts the school as a social system (cited in Lunenberg and Ornstein 1991) and includes the culture, ethos and values of individuals. The expanded version also indicates how organizations must operate within a larger environment, which impacts the individual and institutional roles, ethos, values, etc., similar to the basic systems theory of school organizations. Principals serve as the facilitator of communicating roles and expectations about how the organization should function to operate effectively, all of

which affects organizational culture. The individuals, who serve as the teachers, can accept these roles as delineated by the principal and espouse the philosophies through their daily interactions with the students. The environment serves as the parents or the community who also have certain need dispositions and philosophies, but they impact the institution and the individual. Principals, teachers, students, and parents all have to function together to achieve a common goal, which in this case is student academic success. Ultimately, it is the principal who controls the organizational culture--the one way people come to develop certain roles, behaviors, ethos, and perceptions regarding certain issues. It is clear that this expanded social systems model explains the roles of individuals and their interactions with one another. However, it is how the school comes together as a whole to adopt congruent perceptions for the purpose of accomplishing the objective of creating an environment of successful students.

Presentation and Definition of the Variables

The dependent variables relating to factors affecting academic success were excerpted from an extensive review of the the related literature. The dependent variables within this study consist of twelve components: (1) Iowa Tests of Basic Skills, (2) semester grade point average, (3) self-esteem/self-concept, (4) discipline and motivation, (5) defining academic and personal goals, (6) moral and social responsibility, (7) sense of purpose, (8) survival skills, (9) self-reliance, (10) cultural exposure, (11) high expectations, and (12) supportive family environment. The independent variables are as follows: principal, teacher, student, and parent. The demographic variables for the principal

and teacher groups are as follows: race, age, gender, and experience. The demographic variables for the student groups are as follows: race, age, gender, grade level, and number of siblings. The demographic variables for the parent group are as follows: race, age, gender, education, and occupation. The study lends itself to the following general definitions: (1) perception refers to one's beliefs or mental images about a particular issue or situation, or the meaning that people give to something or someone; (2) success refers to academic achievement; and (3) congruence refers to the extent to which individuals hold similar ideas on a given topic or idealogy.

The dependent variables are defined as follows:

1. Iowa Tests of Basic Skills (ITBS): The Iowa Test of Basic Skills is a norm-referenced test used in many systems throughout the United States to measure achievement in reading and math among students in various grades.

2. Semester grade point average: Grades given to students in various content areas each quarter as delineated by individual school systems.

3. Self-esteem/self-concept: Self- esteem is how one feels about self and self worth or the belief in one's accomplishments. Self- concept is how one defines or identifies self in terms of expectations or behaviors.

4. Discipline and motivation: Discipline can be referred to in a school environment context as how one obeys the rules of the school and the classroom. Further, discipline is how focused each student is on learning and sustaining the learning process by completing schoolwork, homework, etc. Motivation refers to the desire or will to accomplish a task.

5. Defining academic and personal goals: Refers to the student's ability to acquire some meaning of school and learning to facilitate the process of setting and achieving goals.

6. Moral and social responsibility: Refers to carrying oneself in a positive manner, displaying courteous, respectful, and mature behavior, being aware that one's actions lead to various positive or negative consequences, engaging in positive activities such as service learning projects, volunteering, mentoring, etc.

7. Sense of purpose: Refers to being aware of life and living, school and learning, and how important both are to future outcomes; further, being in an environment that encourages purposeful learning relative to students' lives in order that they can be aware of how they fit into society.

8. Survival skills: Refers to controlling oneself when faced with adversities, handling peer pressure, engaging in leadership activities, and having social, interpersonal, and communications skills to perform well in school.

9. Self-reliance: Refers to engaging in some form of peer group interdependence to facilitate learning, and becoming individuals who can rely on self to accomplish goals and objectives in life.

10. Cultural exposure: Refers to being exposed to many experiences, activities, beliefs, one's own history and background, others' history and background, all for the purpose of facilitating mental and personal growth.

11. High expectations: Refers to setting goals and encouraging high student academic performance; holding strong beliefs that children can learn and excel once given the direction to accomplish various tasks.

12. Supportive family environment: Refers to families who actively engage in students' learning at school and at home and who encourage students to do their best in school.

The independent variables within this study are self explanatory and they are: principal, teacher, student, and parent.

The demographic variables are defined as follows:

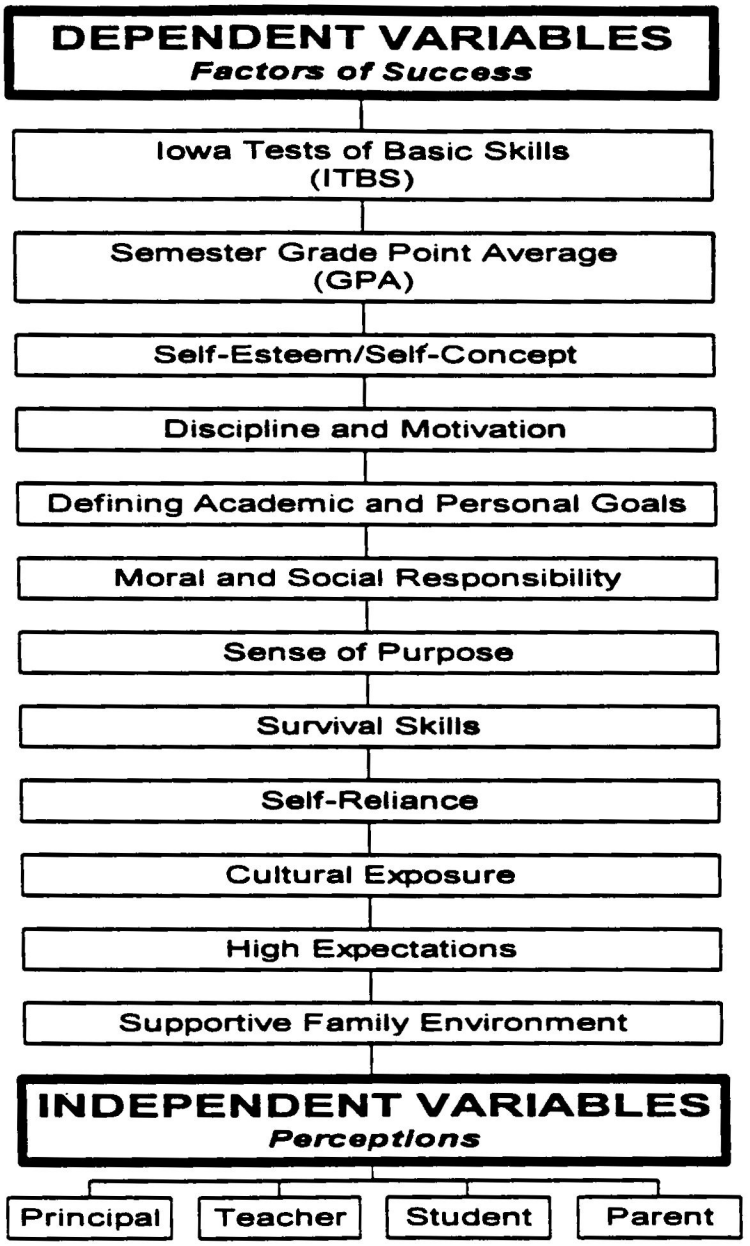
1. Race: ethnic background: Black, White, Latino, Asian, Native American, Other.
2. Gender: sex of the respondent: male or female.
3. Age: age of the respondent, respondents list their age.
4. Experience: number of years in the field, respondents list their experience.
5. Grade level: grade level taught or grade level of student, respondents list their grade .
6. Education: highest level of educational attainment, parents list elementary, junior high, senior high, post-secondary, four-year college, graduate school, post-graduate.
7. Occupation: parents list their career.
8. Number of siblings: number of brothers and sisters, students list number of siblings.

Relationship Among Variables

The independent variables within this study are principal, teacher, student, and parent perceptions. The dependent variables consist of twelve success factors: (1) Iowa Tests of Basic Skills, (2) semester grade point average, (3) self-esteem/self-concept, (4) discipline and motivation, (5) defining academic and personal goals, (6) moral and social responsibility, (7) sense of purpose, (8) survival skills, (9) self-reliance, (10) cultural

exposure, (11) high expectations, and (12) supportive family environment. Figure 1 shows the visual representation of the theoretical framework.

Figure 1. Theoretical Framework Representing the Relationship Among Independent and Dependent Variables



The relationship among the independent and dependent variables was discussed earlier by analyzing theories and concepts relating to the study. Human and behavioral theorists contributed to research involving people and their interactions with others in the organization. The basic systems theory includes school organizations as a whole and their interactions with key people (such as principals, teachers, students, and parents) that impact the success of the organization and the people within them.

Organizational culture involves the various characteristics that exist within organizations and how people come to develop certain ideologies about certain things. The ideologies that people have was discussed as having some effect on student academic success. Every organization was emphasized as having observable behaviors, philosophies, values, rules, etc. These characteristics were said to define organizations and people within them. Getzels, Lipham, and Campbell's (1968) Composite Model of Behavior in Social Systems added a cultural dimension to Getzel and Guba's Social Systems Model (cited in Lunenberg and Ornstein 1991). The composite model emphasized the interactiveness between people within the organization and the environment to fulfill goals. Getzels, Lipham, and Campbell (1968) also expressed how the congruency of the dimensions within the model leads to institutional success and individual productivity (cited in Lunenberg and Ornstein 1991).

Null Hypotheses

There are twelve dependent variables within this research study; therefore, twelve null hypotheses were tested using analysis of variance (ANOVA) and Scheffe tests. The

thirteenth null hypothesis represents dependent variables 1-12, and was tested, as well. The thirteen null hypotheses are identified as the following:

1. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of the ITBS and student academic success in elementary school.

2. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of semester grade point average and student academic success in elementary school.

3. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-esteem/self-concept and student academic success in elementary school.

4. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of discipline and motivation and student academic success in elementary school.

5. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of defining academic and personal goals and student academic success in elementary school.

6. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of moral and social responsibility and student academic success in elementary school.

7. There is no statistically significant difference among elementary principal, teacher, student, parent perceptions of sense of purpose and student academic success in elementary school.

8. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of survival skills and student academic success in elementary school.

9. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-reliance and student academic success in elementary school.

10. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of cultural exposure and student academic success in elementary school.

11. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of high expectations and student academic success in elementary school.

12. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of supportive family environment and student academic success in elementary school.

13. There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of each of the twelve dependent variables and student academic success in elementary school.

Limitations and Assumptions

The limitations and assumptions relate to the generalizability of this research study and the respondents' ability to answer the questions objectively. The limitations and assumptions are stated as follows:

1. This study was limited to terminal grades (sixth and seventh) in elementary schools.

2. The sample size for the principal and teacher groups was too small to lend itself to statistically significant differences.

3. The study did not lend itself to determining the impact of incongruent perceptions on actual student academic success in elementary school by gathering ITBS scores and semester grade point averages.

4. All data collected from respondents were based on perceptions.

5. Perceptions were gathered by respondents in which dependent variables were identified and represented factors which affect student academic success in elementary school. There may have been other factors related to student academic success in elementary school not mentioned in this study.

6. There were very few studies conducted on perceptions of factors affecting student academic success in elementary school using the combination of respondents of principal, teacher, student, and parent, particularly with students' perceptions included as used within this study.

Summary

The independent and dependent variables were presented and defined in this chapter. The relationship among the independent and dependent variables was explained in this study by discussing the applicability of the basic systems theory of school organizations, organizational culture, and Getzels, Lipham, and Campbell's (1968) Composite Model of Behavior in Social Systems (cited in Lunenberg and Ornstein 1991). The null hypotheses, limitations, and assumptions of the study were presented.

CHAPTER IV

METHODS AND PROCEDURES

Introduction

The purpose of this study was twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school; and (2) to determine the extent to which their perceptions are congruent. This study involved 260 elementary principals, teachers, students, and parents from four elementary schools in a major school district. The research study was descriptive in nature. According to Elzey (1985, 5), "Descriptive statistics provide us with ways to reduce quantities of data into manageable form and to describe them precisely in terms of averages, differences, relationships and so on." This study analyzed the differences in perceptions regarding the twelve factors of success (or the dependent variables). This research study also was quantitative. Quantitative research lends itself to predict explanations regarding certain phenomena. The research in quantitative studies, according to Cohen and Manion (1994, 2), "approaches specific questions to answer and test hypotheses."

Design of the Study

There were four instruments administered in this study (appendix A). The four instruments were given the following titles: (1) Likert Scale to Measure Elementary Principal Perceptions of Factors Affecting Student Academic Success in Elementary School, (2) Likert Scale to Measure Elementary Teacher Perceptions of Factors Affecting Student Academic Success in Elementary School, (3) Likert Scale to Measure Elementary Student Perceptions of Academic Success in Elementary School, and (4) Likert Scale to Measure Elementary Parent Perceptions of Factors Affecting Student Academic Success in Elementary School. The questionnaire consisted of thirty-six Likert-scaled items. Tuckman (1978, 179) stated, "A Likert scale is a five-point scale in which the interval between each point on the scale is assumed to be equal and is used to measure the agreement or disagreement with a particular statement or attitude, belief or judgment." The questionnaire was administered to the sample population for the purpose of obtaining data to answer the research questions and to support or reject the null hypotheses. The sample population responded to the questionnaire through convenience sampling. A list of all of the elementary schools was obtained from the school district. Various elementary schools were selected from the list based on the availability of the schools and the willingness of the school principals to allow the study to be conducted in the school setting.

To test for reliability and validity, the instrument was field tested to seek variation in responses. The instrument was administered to forty-four participants similar to the sample population that was used in the research study. The survey was administered to the participants enrolled in summer classes at a major university and to students enrolled in

summer camp at a local Parks and Recreation facility. The researcher made structural changes and reworded the survey to enhance the clarity of the questions in the instrument. The data were analyzed using the statistical tool, analysis of variance (ANOVA), through the Statistical Package for the Social Sciences (SPSS×) computer programs. The findings from the field test revealed that the respondents' answers showed variation.

Description of the Setting

Currently, there are 71 elementary schools, 10 middle schools, 18 high schools, 8 instructional centers, 6 special education centers, 15 magnet programs, and 5 theme schools within this urban, southeast school district (DeKalb County School System 1997a). The school district is known for its academic excellence, and many opportunities are offered to students to enhance educational growth. The school district (DeKalb County School System 1997b) was selected based on the following criteria: (1) national reputation for academic excellence; (2) success of students to further their education and continue to high school, colleges and universities, and post secondary institutions; (3) the many comprehensive programs available to enhance overall development of school children, such as mathematics, science, and foreign language magnet programs; (4) teachers recognized as having most outstanding training for Advanced Placement of teachers in Georgia; (5) teachers and administrators are degree graduates with 63 percent holding a master's degree or beyond.

This particular district (DeKalb County School System 1996) uses the norm-referenced achievement tests Iowa Tests of Basic Skills (ITBS) for Grades 1 through 8 and 11. Curriculum based assessments are used for Grades 3, 5, and 8. The writing assessments

are used for Grades 3, 5, and 8. Students in Grade 11 must pass a graduation test to earn their diploma upon high school matriculation.

The school district (DeKalb County School System 1994) strongly believes that the school environment must adhere to appropriate disciplinary procedures to function effectively and to strengthen the learning process. Policies and procedures are explicitly outlined, and each school is accountable for its implementation.

This study focused on students in the terminal elementary grade levels. The terminal levels used in this study were Grades 6 and 7. Approval was granted to conduct the study in the schools, and the data were gathered from the research instrument. The population setting of the various schools was characterized by race, gender, age, occupation, experience, grade level, education, and number of siblings.

Sampling Procedures

The criteria for selecting the school district were based on its national reputation for academic excellence, the success of students to further their education and continue to high school, colleges and universities, and post secondary institutions, and the many comprehensive programs available to enhance overall development of children. To eliminate any problems regarding the feasibility of the study to be conducted in various schools, convenience sampling served as the sampling procedure. After the county endorsed the research study, formal letters were sent to at least four elementary school principals who were more than willing to allow the study to be conducted in their schools. The principals distributed the questionnaires to the teachers. A letter was sent to parents of the student

respondents to request permission to administer surveys to the students. The teachers distributed the questionnaire to the students. Once permission was granted by the students' parents, the students completed the questionnaire and asked their respective parents to complete the questionnaire. This whole process was conducted from February 1997 through May of 1997.

Working with Human Subjects

The research study involved the voluntary participation of elementary students in the sixth and seventh grades, parents of the students, teachers, and principals. All participants were guaranteed anonymity and confidentiality during and after the research study. Furthermore, in working with human subjects, the researcher relied on the respondents to answer the survey questions objectively.

Description of the Instrument

A questionnaire was developed to be administered to principals, teachers, students and parents (appendix A). The first section consists of demographic questions. The second section consists of thirty-six Likert-scaled items regarding factors affecting student academic success which represented the extensive review of the related literature. There were four surveys distinguishable by title and demographic questions, and the wording was simplified for clarity on the student surveys. Each group was asked to respond to the thirty-six items on the instrument regarding factors affecting student academic success and to the demographic questions. The survey was administered to principals, teachers, students in

Grades 6 and 7, and parents of the students in four elementary schools. The parents were administered the survey through their children upon receiving them from their teachers to send home after school.

The data obtained from the survey were collected and analyzed by analysis of variance (ANOVA) using the Statistical Package for the Social Sciences (SPSS×) computer programs.

Data Collection Procedures

The questionnaires were hand-delivered to the principals in the four schools in order for them to distribute the questionnaires to their faculty and to the students. Once the students received permission to complete the questionnaires, they completed them and sent them home for their parents to complete. In order to encourage a high response rate by the students and their parents, the students were informed that they would receive consumable rewards once questionnaires were completed. Upon return of the questionnaires, they were categorized, reviewed, numbered, and ordered sequentially. All questionnaires were maintained to refer back for data entry accuracy.

Statistical Applications

Upon entering the data from the questionnaires, statistical measures were performed to process and test the data. The Statistical Package for the Social Sciences (SPSS×) was the statistical application for this study, which determined sum of squares, means of squares, degrees of freedom, F ratio, F probability, and level of significance. The Scheffe test was

used to determine multiple comparisons between and within groups (Elzey 1987). The demographic data were executed and organized into frequency distributions and tables. The twelve dependent variables, which served as factors of success, were analyzed using ANOVA techniques.

Summary

The design of the study was discussed as using a Likert-scaled questionnaire. Principal, teacher, student, and parent groups serve as the independent variables to respond to the survey questionnaire. The instrument consisted of demographic questions and thirty-six items. The necessary steps prior to administering the survey were discussed in which a field test was conducted on the instruments to test for validity and reliability. Convenience sampling was discussed as the technique used for acquiring the population. The voluntary participation, confidentiality, and anonymity of all participants were enforced.

CHAPTER V

ANALYSIS OF THE DATA

Introduction

This data analyses chapter is divided into two sections. The first section presents overall averages of the demographic data of the sample, as well as the composite results of the demographics. The second section presents the results and analyses of the data gathered from the questionnaires from testing Hypotheses 1 through 12.

In review, the purpose of this study was twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school; and (2) to determine the extent to which their perceptions were congruent. This chapter explains how the hypotheses were tested and what the results revealed. The findings are presented in tables followed by narrative analyses. Each of the null hypotheses was examined as to whether it was accepted or rejected based on the .05 significance level. The data were analyzed using the Statistical Package for the Social Sciences (SPSS×), through analysis of variance (ANOVA). The Scheffe test was used to test the level of significance between and within groups at the significance level of .05, which determined sum of squares, means of squares, degrees of freedom, F ratio and F probability.

Each questionnaire consisted of thirty-six Likert-scaled questions developed by the researcher. The questionnaires were administered to principals, teachers, students, and parents from four elementary schools. A field test was conducted by the researcher to validate the instrument.

There were twelve null hypotheses which represented the dependent variables and served as factors of success. The thirteenth null hypothesis represented dependent variables 1-12, and was tested, as well. The null hypotheses were tested at the .05 level of significance throughout the study.

Description of the Sample

This section describes the general demographic data from the research sample. The research sample included 260 respondents from four elementary schools. The respondents consisted of 4 principals, 10 teachers, 141 students from the terminal grade levels within the four schools, which consisted 6th and 7th, and 105 parents of the students.

Table 1 illustrates the demographic composition of the entire sample population by gender.

TABLE 1

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY PRINCIPALS, TEACHERS, STUDENTS, AND PARENTS BY GENDER, 1998

	Principals		Teachers		Students		Parents		TOTAL	
Gender	No.	%	No.	%	No.	%	No.	%		
Male	0	0	3	33.3	63	46.7	23	22.8	89	35.6
Female	4	100	6	66.7	72	53.3	78	77.2	161	64.4
TOTAL	4	100	9	100	135	100	100	100	250	100

As indicated in table 1, there were no male principals surveyed and only 3 or 33 percent of the teachers were male. Throughout the gender category, females surpassed the males in each group. The total number of males was 89 or 35.6 percent. The total number of females was 161 or 64.4 percent.

Table 2 presents the demographic composition of the entire sample population by race. As illustrated, there was a fairly even distribution of black and white principal and teacher respondents at 50 percent and 60 percent for black respondents and 50 percent and 40 percent for white respondents respectively. The majority of the student and parent population was black. There were only 2 or 1.47 percent Latino students, and 0.95 percent Latino and Native American parents, respectively. Overall, there were more black respondents at 242 or 94.5 percent respectively.

TABLE 2

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY PRINCIPALS, TEACHERS, STUDENTS, AND PARENTS BY RACE, 1998

	Principals		Teachers		Students		Parents		TOTAL	
Race	No	%	No	%	No	%	No	%	No	%
Black	2	50.0	6	60.0	133	97.0	101	96.2	242	94.5
White	2	50.0	4	40.0	2	1.47	2	1.9	10	3.9
Latino	0	0	0	0	2	1.47	1	.95	3	1.2
Native American	0	0	0	0	0	0	1	.95	1	0.4
TOTAL	4	100	10	100	136	100	105	100	255	100

Table 3 presents the demographic composition of the entire sample population by mean age. The average age of the principal group was 48.75 years. The average age of the

teacher group was 39 years. The average age of the student and parent group was 12.04 years and 37.22 years respectively. Overall, the average age among all groups was 34.25 years.

TABLE 3

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY, PRINCIPALS, TEACHERS, STUDENTS, AND PARENTS BY MEAN AGE, 1998

Group	No.	Mean Age
Principal	4	48.75
Teacher	8	39.0
Student	125	12.04
Parent	68	37.22
TOTAL	205	34.25

Table 4 presents the mean of principal and teacher groups by experience. Principals averaged 24.25 years of experience in the education field. Teachers averaged 10.40 years in the education field. Overall, both groups averaged 14.357 years of experience.

TABLE 4

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY PRINCIPALS AND TEACHERS BY MEAN EXPERIENCE, 1998

Group	No. Teachers	Mean Experience
Principal	4	24.25
Teacher	10	10.40
TOTAL	14	14.357

Table 5 presents the demographic composition of the parent group by education. The majority of the parents 21 or 32.3 percent went to a four year college institution. As

illustrated in table 5 many parents had education beyond junior high with only one or 1.5 percent attending junior high.

TABLE 5

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY PARENTS BY EDUCATION, 1998

Education	No. Parents	%
Junior High	1	1.5
Senior High	19	29.2
4 Yr. College	21	32.3
Post-Secondary	8	12.3
Graduate	11	16.9
Post Graduate	5	7.7
TOTAL	65	99.9

Table 6 presents the demographic composition of the parent group by occupation. As illustrated in table 6, the majority of the parents, 20 or 37 percent were in a service-oriented field, and only one or 1.9 percent was an entrepreneur.

TABLE 6

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY PARENTS BY OCCUPATION, 1998

Occupation	No. Parents	%
Managerial	14	25.9
Academia	5	9.3
Medical	5	9.3
Service	20	37.0
Entrepreneur	1	1.9
Other	9	16.7
TOTAL	54	100.0

Table 7 presents the demographic composition of the teacher and student groups by grade. There was an equal distribution of teachers who taught sixth and seventh grade; however, the majority of the students, 104 or 75.9 percent, were in sixth grade and only 33 or 24 percent were in the seventh grade.

TABLE 7

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY TEACHERS AND STUDENTS BY GRADE, 1998

	Teachers		Students	
Grade	No.	%	No.	%
6	5	50.0	104	75.9
7	5	50.0	33	24.0
TOTAL	10	100.0	137	99.9

Table 8 presents the demographic composition of the student population by number of siblings. Data from the survey revealed that the majority, 34 or 30.1 percent of the students had one sibling and the least, 14 or 12.4 percent had five or more siblings.

TABLE 8

DEMOGRAPHIC COMPOSITION OF THE SAMPLE POPULATION, ELEMENTARY STUDENTS BY SIBLINGS, 1998

Siblings	No. Students	%
1	34	30.1
2	31	27.4
3	16	14.1
4	18	15.9
5 or more	14	12.4
TOTAL	113	99.9

Results

There were thirty-six items on each questionnaire. Response categories were strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). The results of testing the thirteen hypotheses are reported in this section.

Hypothesis 1: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of the ITBS and student academic success in elementary school.

Table 9 shows the results of testing Hypothesis 1 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 9.

A total of 247 persons responded to this survey item regarding the ITBS and student success. Of the 247, four or 1.6 percent were principals; ten or 4 percent were teachers; 131 or 53 percent were students; and 102 or 41.3 percent were parents. No principals responded to 1 (strongly agree) or 2 (disagree). Two principals or 50 percent responded to 3 (undecided), and two or 50 percent responded to 4 (agree). No teachers responded to 1 (strongly disagree). Four teachers or 40 percent responded to 2 (disagree), five or 50 percent responded to 3 (undecided), and one or 10 percent responded to 4 (agree). No students responded to 1 (strongly disagree), eleven or 8.4 percent responded to 2 (disagree), 47 or 35.9 percent responded to 3 (undecided), 60 or 45.8 percent responded to 4 (agree), and 13 or 9.9 percent responded to 5 (strongly agree). Two or 2 percent of the parent group was the only group to respond 1 (strongly disagree). Six or 5.9 percent of the parents responded 2 (disagree), 49 or 48 percent responded 3 (undecided), 37 or 36.3 percent responded 4

(agree), and eight or 7.8 percent responded 5 (strongly agree). Of the 247 persons responding to this survey item regarding the perceptions of ITBS and student academic success in elementary school, 103 or 41.7 percent responded 3 (undecided), which serves as the mode or the most frequent response within the survey item.

TABLE 9

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF THE ITBS AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	3.6699	1.2233	2.3662	.0715
Within Groups	243	125.6302	.5170		
TOTAL	246	129.3000			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.6	3.5833	.5000	
Teacher	10	4	2.9333	.7503	
Student	131	53	3.5369	.7072	
Parent	102	41.3	3.4314	.7366	
TOTAL	247	100	3.4696	.7250	

Scale: 5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1= Strongly Disagree

No two groups are significantly different at the.05 level.

Standard Error = .046 Mode: 3.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 2.3662 was not significant at the .05 level; therefore, Hypothesis 1 was accepted. The data revealed very little variance among principal, teacher, student, and

parent perceptions regarding the ITBS and its perceived influence on student academic success in elementary school. This accounts for no significant differences among the groups. These results indicate that no two groups are significantly different at the .05 level and that perceptions did not differ regarding the ITBS and student academic success in elementary school.

Hypothesis 2: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of semester grade point average and student academic success in elementary school.

Table 10 shows the results of testing Hypothesis 2 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 10.

A total of 242 persons responded to this survey item regarding grade point average and student academic success in elementary school. Of the 242 persons, four or 1.7 percent were principals, ten or 4.1 percent were teachers, 125 or 51.7 percent were students, and 103 or 42.6 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), or 5 (strongly agree). One or 25 percent of the principals responded 3 (undecided), and three or 75 percent responded 4 (agree). No teachers responded 1 (strongly disagree), 2 (disagree); or 5 (strongly disagree). Four or 40 percent of the teachers responded 3 (undecided), and six or 60 percent responded 4 (agree). No students responded 1 (strongly disagree). Five or 4 percent of the students responded 2 (disagree), 35 or 28 percent responded 3 (undecided), 76 or 60.8 percent responded 4 (agree), and nine or 7.2 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). Eight or 7.8 percent of the parents responded 2 (disagree), 31 or 30.1 percent responded 3

(undecided), 51 or 49.5 percent responded 4 (agree), and 13 or 12.6 percent responded 5 (strongly agree). Of the 242 persons responding to this survey item regarding perceptions of grade point average and elementary students' academic success, 136 or 56.2 percent responded 4 (agree), which serves as the mode or the most frequent response to this survey item.

TABLE 10

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF GRADE POINT AVERAGE AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	.1597	.0532	.1164	.9504
Within Groups	238	108.8339	.4573		
TOTAL	241	108.9936			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.7	3.5000	.5774	
Teacher	10	4.1	3.7000	.5317	
Student	125	51.7	3.6987	.6285	
Parent	103	42.6	3.6828	.7430	
TOTAL	242	100	3.6887	.6725	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2 = Disagree, 1= Strongly Disagree

No two groups are significantly different at the .05 level.

Standard Error = .043 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of .1164 was not significant at the .05 level; therefore, Hypothesis 2 was accepted. The data revealed very little variance among principal, teacher, student, and parent perceptions regarding grade point average and its perceived influence on student

academic success in elementary school. This accounts for no significant differences among the groups. These results indicate that no two groups are significantly different at the .05 level and that perceptions did not differ regarding grade point average and student academic success in elementary school.

Hypothesis 3: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-esteem/self-concept and student academic success in elementary school.

Table 11 shows the results of testing Hypothesis 3 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 11.

A total of 254 persons responded to this survey item regarding the perceptions of self-esteem/self-concept and student academic success in elementary school. Of the 254 persons, four or 1.6 percent were principals, ten or 3.9 percent were teachers, 136 or 53.5 percent were students, and 104 or 40.9 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Four principals or 100 percent responded 5 (strongly agree). No teachers responded 1(strongly disagree), 2 (disagree), or 3 (undecided). Six teachers or 60 percent responded 4 (agree), and four or 40 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Four students or 2.9 percent responded 2 (disagree), 29 or 21.3 percent responded 3 (undecided), 72 or 52.9 percent responded 4 (agree), and 31 or 22.8 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). Two parents or 1.9 percent responded 2 (disagree), eight or 7.7 percent responded 3 (undecided), 38 or 36.5 percent responded 4 (agree), and 56 or 53.8 percent responded 5 (strongly agree). Of the 254 persons responding to this

survey item regarding self-esteem/self-concept and student academic success in elementary school, 116 or 45.7 percent responded 4 (agree), which serves as the mode or most frequent response to this survey item.

TABLE 11

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF SELF-ESTEEM/SELF-CONCEPT AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	14.5264	4.8421	12.3702 *	.0000 *
Within Groups	250	97.8586	.3914		
TOTAL	253	112.3850			
Group	No.	%	Mean	Standard Deviation	
Principals	4	1.6	4.9167	.1667	
Teachers	10	3.9	4.4000	.4919	
Students	136	53.5	3.9559	.6270	
Parents	104	40.9	4.4006	.6426	
TOTAL	254	100	4.1706	.6665	

Scale: 5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1= Strongly Disagree

* Significant beyond .05 level. Standard Error = .042 Mode = 5.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 12. 3702 had an F probability of .0000 which was significant at the .05 level; therefore hypothesis three was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding self-esteem/self-concept and its perceived influence on student academic success in elementary school. This accounts for significant differences among the groups.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 12 shows the results of the Scheffe test. The data revealed a significant difference within the principal (4.9167) and parent (4.4006) groups with respect to students (3.9559).

TABLE 12

SCHEFFE TEST ON SELF-ESTEEM/SELF-CONCEPT BY GROUP, 1998

Group	Means	Group/Significance
		Grp 3
		Grp 4
		Grp 2
		Grp 1
Principal	4.9167	*
Parent	4.4006	*

* Significant beyond .05 level.

Hypothesis 4: There was no statistically significant difference among elementary principal, teacher, student, and parent perceptions of discipline and motivation and student academic success in elementary school.

Table 13 shows the results of testing Hypothesis 4 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 13.

A total of 247 persons responded to this survey item regarding the perceptions of discipline and motivation and student academic success in elementary school. Of the 247 persons, four or 1.6 percent were principals, ten or 4 percent were teachers, 128 or 51.8 percent were students, and 105 or 42.5 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Four principals or 100 percent

responded to 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Six or 60 percent of the teachers responded 4 (agree), and four or 40 percent responded 5 (strongly agree). No students responded to 1 (strongly disagree). Two or 1.6 percent of the students responded 2 (disagree), 19 or 14.8 percent responded 3 (undecided), 77 or 60.2 percent responded 4 (agree), and 30 or 23.4 percent responded 5 (strongly agree). One or 1 percent of the parents responded 2 (disagree), nine or 8.6 percent responded 3 (undecided), 51 or 48.6 percent responded 4 (agree), and 44 or 41.9 percent responded 5 (strongly agree). Of the 247 persons responding to this survey item, 134 or 54.3 percent responded 4 (agree), which represents the mode or most frequent response to this survey item.

TABLE 13

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF DISCIPLINE AND MOTIVATION AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	5.8564	1.9521	5.9577 *	.0006 *
Within Groups	243	79.6235	.3277		
TOTAL	246	85.4800			
Group	No.	%	Mean	Standard Deviation	
Principals	4	1.6	4.9167	.1667	
Teachers	10	4	4.3667	.3668	
Students	128	51.8	4.0703	.6028	
Parents	105	42.5	4.3143	.5563	
TOTAL	247	100	4.1997	.5895	

Scale: 5 = Strongly Agree, 4= Agree, 3 = Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 level. Standard Error = .037 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 5.9577 had an F probability of .0006, which was significant at the .05 level; therefore, Hypothesis 4 was rejected. The data revealed variance among principals, teachers, students and parents regarding perceptions of discipline and motivation and its perceived influence on student academic success in elementary school. This account for significant differences among the groups.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 14 shows the results of the Scheffe test. The data revealed a significant difference within the principal (4.9167) and the parent (4.3143) group with respect to students (4.0703).

TABLE 14

SCHEFFE TEST ON DISCIPLINE AND MOTIVATION BY GROUP, 1998

Group	Means	Group/Significance
		G G G G r r r r p p p p 3 4 2 1
Principal	4.9167	*
Parent	4.3143	*

* Significant beyond .05 level.

Hypothesis 5: There was no statistically significant difference among elementary principal, teacher, student, and parent perceptions of defining academic and personal goals and student academic success in elementary school.

Table 15 shows the results of testing Hypothesis 5 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 15.

A total of 244 persons responded to this survey item regarding the perceptions of defining academic and personal goals and student academic success in elementary school. Of the 244 persons, four or 1.6 percent were principals, ten or 4.1 percent were teachers, 126 or 51.6 percent were students, and 104 or 42.6 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Four or 100 percent of the principals responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Two or 20 percent of the teachers responded 4 (agree), and eight or 80 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Two students or 1.6 percent responded 2 (disagree), 15 or 11.9 percent

TABLE 15

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF DEFINING ACADEMIC AND PERSONAL GOALS AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	6.4526	2.1509	7.0185 *	.0002 *
Within Groups	240	73.5493	.3065		
TOTAL	243	80.0018			
Groups	No.	%	Mean	Standard Deviation	
Principal	4	1.6	5.0000	.0000	
Teacher	10	4.1	4.7000	.3991	
Student	126	51.6	4.2249	.6020	
Parent	104	42.6	4.4744	.5103	
TOTAL	244	100	4.3634	.5738	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 level. Standard Error = .036 Mode = 5.0

Note: Computer analysis allowed for incomplete questionnaires

responded 3 (undecided), 63 or 50 percent responded 4 (agree), and 46 or 36.5 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree), or 2 (disagree). Four parents or 3.8 percent responded 3 (undecided), 45 or 43.3 percent responded 4 (agree), and 55 or 52.9 percent responded 5 (strongly agree). Of the 244 persons responding to this survey item, 113 or 46.3 percent responded 5 (strongly agree), which represents the mode or most frequent response to this survey item.

The F ratio of 7.0185 had an F probability of .0002, which was significant at the .05 level; therefore, Hypothesis 5 was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding defining academic and personal goals and student academic success in elementary school. This accounts for significant differences among the groups.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 16 shows the results of the Scheffe test. The data revealed a significant difference within the parent (4.4744) group with respect to students (4.2249).

TABLE 16

SCHEFFE TEST ON DEFINING ACADEMIC AND PERSONAL GOALS, 1998

Group	Means	Group/Significance			
		Grp 3	Grp 4	Grp 2	Grp 1
Parent	4.4744	*			

* Significant beyond .05 level.

Hypothesis 6: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of moral and social responsibility and student academic success in elementary school.

Table 17 shows the results of testing Hypothesis 6 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 17.

A total of 247 persons responded to this survey item regarding the perceptions of moral and social responsibility and student academic success in elementary school. Of the 247 persons, four or 1.6 percent were principals, nine or 3.6 percent were teachers, 131 or 53 percent were students, and 103 or 41.7 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Four or 100 percent of the principals responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Seven or 77.8 percent responded 4 (agree), and two or 22.2 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Seven students or 5.3 percent responded 2 (disagree), 27 or 20.6 percent responded 3 (undecided), 64 or 48.9 percent responded 4 (agree), and 33 or 25.2 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). Four or 3.9 percent of the parents responded 2 (disagree), six or 5.8 percent responded 3 (undecided), 53 or 51.5 percent responded 4 (agree), and 40 or 38.8 percent responded 5 (strongly agree). Of the 247 persons responding to this survey item, 124 or 50.2 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

TABLE 17

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF MORAL AND SOCIAL RESPONSIBILITY AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	9.3550	3.1183	6.3191 *	.0004 *
Within Groups	243	119.9153	.4935		
TOTAL	246	129.2704			
Group	No.	%	Mean	Standard Deviation	
Principals	4	1.6	4.9167	.1667	
Teachers	9	3.6	4.3333	.4082	
Students	131	53	3.9466	.7588	
Parents	103	41.7	4.2751	.6542	
TOTAL	247	100	4.1134	.7249	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 Standard Error = .046 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 6.3191 had an F probability .0004, which was significant at the .05 level; therefore, Hypothesis 6 was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding moral and social responsibility and its perceived influence on student academic success in elementary school. This accounts for the significance differences among the groups.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 18 shows the results of the Scheffe test. The data revealed a significant difference within the parent (4.2751) group with respect to students (3.9466).

TABLE 18

SCHEFFE TEST ON MORAL AND SOCIAL RESPONSIBILITY, 1998

Group	Mean	Group/Significance
		G G G G r r r r p p p p 3 4 2 1
Parent	4.2751	*

* Significant beyond .05.

Hypothesis 7: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of sense of purpose and student academic success in elementary school.

Table 19 shows the results of testing Hypothesis 7 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 19.

A total of 243 persons responded to this survey item regarding sense of purpose and elementary students' academic success. Of the 243 persons, three or 1.2 percent were principals, ten or 4.1 percent were teachers, 128 or 52.7 percent were students, and 102 or 42 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Three or 100 percent of the principals responded 5 (strongly agree). No teachers responded 1 (strongly disagree), or 2 (disagree). One or 10 percent of the teachers responded 3 (undecided), five or 50 percent responded 4 (agree), and four or 40 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Three students or 2.3 percent responded 2 (disagree), 32 or 25 percent responded 3 (undecided), 68 or 53.1 percent responded 4 (agree), and 25 or 19.5 percent responded 5 (strongly agree).

No parents responded 1 (strongly disagree). One or 1 percent of the parents responded 2 (disagree), nine or 8.8 percent responded 3 (undecided), 58 or 56.9 percent responded 4 (agree), and 33 or 32.4 percent responded 5 (strongly agree). Of the 243 persons responding to this survey item, 131 or 53.9 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

TABLE 19

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF SENSE OF PURPOSE AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	15.7238	5.2413	4.6133 *	.0037 *
Within Groups	239	271.5337	1.1361		
TOTAL	242	287.2574			
Group	No.	%	Mean	Standard Deviation	
Principal	3	1.2	5.0000	.0000	
Teacher	10	4.1	4.4333	.5223	
Student	128	52.7	3.8776	.6438	
Parent	102	42	4.3399	1.4639	
TOTAL	243	100	4.1084	1.0895	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 Standard Error = .069 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 4.6133 had an F probability of .0037, which was significant at the .05 level; therefore, Hypothesis 7 was rejected. The data revealed variance among principal,

teacher, student, and parent regarding perceptions of sense of purpose and its perceived influence on student academic success in elementary school. This accounts for the significant differences among the groups.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 20 shows the results of the Scheffe test. The data revealed a significant difference within the parent group (4.3399) with respect to students (3.8776).

TABLE 20

SCHEFFE TEST ON SENSE OF PURPOSE, 1998

Group	Mean	Group/Significance
		Grp 3 / Grp 4 / Grp 2 / Grp 1
Parent	4.3399	*

* Significant beyond .05.

Hypothesis 8: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of survival skills and student academic success in elementary school.

Table 21 shows the results of testing Hypothesis 8 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 21.

A total of 242 persons responded to this survey item regarding the perceptions of survival skills on student academic success in elementary school. Of the 242 persons, four

or 1.7 percent were principals, ten or 4.1 percent were teachers, 128 or 52.9 percent were students, and 100 or 41.3 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided). One or 25 percent of the principals responded 4 (agree), and 3 or 75 percent responded 5 (strongly agree). No teachers responded 1 (strongly disagree), or 2 (disagree). One or 10 percent of the teachers responded 3 (undecided), eight or 80 percent responded 4 (agree), and one or 10 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Two or 1.6 percent of the students responded 2 (disagree), 31 or 24.2 percent responded 3 (undecided), 66 or 51.6 percent responded 4 (agree), and 29 or 22.7 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). One or 1 percent of the parents responded 2 (disagree), 13 or 13 percent responded 3 (undecided), 56 or 56 percent responded 4 (agree), and 30 or 30 percent responded 5 (strongly agree). Of the 242 persons responding to this survey item, 131 or 54.1 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

The F ratio of 4.1230 had an F probability of .0007, which was significant at the .05 level; therefore, Hypothesis 8 was rejected. The data revealed an overall statistically significant difference regarding survival skills and its perceived influence on student academic success in elementary school. This means that the principal, teacher, student, and parent groups had different perceptions regarding the need for students to possess survival skills to succeed in school.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. The results of the Scheffe test revealed that no statistical significance was found between two groups at the .05 level.

TABLE 21

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF SURVIVAL SKILLS AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	4.8564	1.6188	4.1230 *	.0071*
Within Groups	238	93.4452	.3926		
TOTAL	241	98.3017			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.7	4.7500	.5000	
Teacher	10	4.1	4.1333	.3583	
Student	128	52.9	3.9401	.6486	
Parent	100	41.3	4.1633	.6204	
TOTAL	242	100	4.0537	.6387	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 Standard Error = .036 Mode = 5.0

Note: Computer analysis allowed for incomplete questionnaires

Hypothesis 9: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of self-reliance and student academic success in elementary school.

Table 22 shows the results of testing Hypothesis 8 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 22.

A total of 247 persons responded to this survey item regarding self-reliance and student academic success in elementary school. Of the 247 persons, four or 1.6 percent were principals, ten or 4 percent were teachers, 133 or 53.8 percent were students, and 100 or 40.5 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). One or 25 percent of the principals responded 4 (agree), and three or 75 percent responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Eight of 80 percent of the teachers responded 4 (agree), and two or 20 percent responded 5 (strongly agree). No students responded 1 (strongly disagree).

TABLE 22

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF SELF-RELIANCE AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	2.3105	.7702	.7170	.5427
Within Groups	243	261.0292	1.0742		
TOTAL	246	263.3396			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.6	4.7500	.3191	
Teacher	10	4	4.1667	.3600	
Student	133	53.8	4.0576	1.3254	
Parent	100	40.5	4.1633	.5286	
TOTAL	247	100	4.1161	1.0346	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

Standard Error = .065 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

Four or 3 percent of the students responded 2 (disagree), 24 or 18 percent responded 3 (undecided), 77 or 57.9 percent responded 4 (agree), and 27 or 20.3 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). One or 1 percent of the parents responded 2 (disagree), six or 6 percent responded 3 (undecided), 67 or 67 percent responded 4 (agree), and 26 or 26 percent responded 5 (strongly agree). Of the 247 persons responding to this survey item, 153 or 61.9 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

The F ratio of .7170 was not significant at the .05 level; therefore, Hypothesis 9 was accepted. The data revealed no differences in principal, teacher, student, and parent perceptions regarding self-reliance and its perceived influence on student academic success in elementary school.

Hypothesis 10: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of cultural exposure and student academic success in elementary school.

Table 23 shows the results of testing Hypothesis 10 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 23.

A total of 242 persons responded to this survey item regarding cultural exposure and student academic success in elementary school. Of the 242 persons, four or 1.7 percent were principals, ten or 4.1 percent were teachers, 129 or 53.3 percent were students, and 99 or 40.9 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Two or 50 percent of the principals responded 4 (agree), and two or 50 percent responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2

(disagree), or 3 (undecided). Five or 50 percent of the teachers responded 4 (agree), and 5 or 50 percent responded 5 (strongly agree). One or 0.8 percent of the students responded 1 (strongly disagree), ten or 7.8 percent responded 2 (disagree), 36 or 27.9 percent responded 3 (undecided), 64 or 49.6 percent responded 4 (agree), and 18 or 14 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). Three or 3 percent of the parents responded 2 (disagree), 17 or 17.2 percent responded 3 (undecided), 62 ore 62.6 percent responded 4 (agree), and 16 or 16.2 percent responded 5 (strongly agree). Of the 242 persons responding to this survey item, 133 or 55 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

TABLE 23

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF CULTURAL EXPOSURE AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	13.6537	4.5512	3.5488 *	.0152 *
Within Groups	238	305.2260	1.2825		
TOTAL	241	318.8797			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.7	4.5833	.5000	
Teacher	10	4.1	4.3333	.5212	
Student	129	53.3	3.6589	.7878	
Parent	99	40.9	4.0640	1.5071	
TOTAL	242	100	3.8678	1.1503	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 level Standard Error = .074 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 3.5488 had an F probability of .0152, which was significant at the .05 level; therefore, Hypothesis 10 was rejected. The data revealed an overall statistically significant difference regarding cultural exposure and survival skills and its perceived influence on student academic success in elementary school. This means that the principal, teacher, student, and parent groups had different perceptions regarding the need for students to be exposed to various cultures in order to succeed in school.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. The results of the Scheffe test revealed that no two groups are significantly different at the .05 level.

Hypothesis 11: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of how high expectations impact student academic success in elementary school.

Table 24 shows the results of testing Hypothesis 11 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 24.

A total of 241 persons responded to this survey item regarding high expectations and student academic success in elementary school. Of the 241 persons, four or 1.7 percent were principals, nine or 3.7 percent were teachers, 132 or 54.8 percent were students, and 96 or 39.8 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Four or 100 percent of the principals responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Four or 44.4 percent of the teachers responded 4 (agree), and five or 55.6 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Three or 2.3 percent of the students

responded 2 (disagree), 27 or 20.5 percent responded 3 (undecided), 67 or 50.8 percent responded 4 (agree), and 35 or 26.5 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree), or 2 (disagree). Eleven or 11.5 percent of the parents responded 3 (undecided), 45 or 46.9 percent responded 4 (agree), and 40 or 41.7 percent responded 5 (strongly agree). Of the 241 persons responding to this survey item, 116 or 48.1 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

TABLE 24

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF HIGH EXPECTATIONS AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	8.5165	2.8388	6.7567 *	.0002 *
Within Groups	237	99.5757	.4202		
TOTAL	240	108.0922			
Group	No.	%	Mean	Standard Deviation	
Principal	4	1.7	5.0000	.0000	
Teacher	9	3.7	4.4815	.4747	
Student	132	54.8	3.9949	.6892	
Parent	96	39.8	4.2743	.6118	
TOTAL	241	100	4.1411	.6711	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree 1= Strongly Disagree

* Significant beyond .05 level. Standard Error = .043 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 6.7567 had an F probability of .0002, which was significant at the .05 level; therefore, Hypothesis 11 was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding high expectations and its perceived influence on student academic success in elementary school.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 25 shows the results of the Scheffe test. The data revealed a significant difference within the parent (4.2743) group and the principal (5.0000) group with respect to students (3.9949).

TABLE 25

SCHEFFE TEST ON HIGH EXPECTATIONS, 1998

Group	Mean	Group/Significance			
		Grp 3	Grp 4	Grp 2	Grp 1
Principal	5.0000	*			
Parent	4.2743	*			

* Significant beyond .05 level.

Hypothesis 12: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of supportive family environment and student academic success in elementary school.

Table 26 shows the results of testing Hypothesis 12 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 26.

TABLE 26

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF SUPPORTIVE FAMILY ENVIRONMENT AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	12.5136	4.1712	9.9337 *	.0000 *
Within Groups	242	101.6165	.4199		
TOTAL	245	114.1301			
Group	No.	%	Mean	Standard Deviation	
Principal	3	1.2	5.0000	.0000	
Teacher	10	4.1	4.5000	.4779	
Student	134	54.5	3.9826	.7001	
Parent	99	40.2	4.3872	.5923	
TOTAL	246	100	4.1789	.6825	

Scale: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 5= Strongly Disagree

* Significant beyond .05 Standard Error = .043 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

A total of 246 persons responded to this survey item regarding supportive family environment and student academic success in elementary school. Of the 246 persons, three or 1.2 percent were principals, ten or 4.1 percent were teachers, 134 or 54.5 percent were students, and 99 or 40.2 percent were parents. No principals responded 1 (strongly disagree), 2 (disagree), 3 (undecided), or 4 (agree). Three or 100 percent of the principals responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Five or 50 percent of the teachers responded 4 (agree), and five or 50 percent responded 5 (strongly agree). No students responded 1 (strongly disagree). Six or 4.5 percent of the students responded 2 (disagree), 17 or 12.7 percent responded 3 (undecided),

79 or 59 percent responded 4 (agree), and 32 or 23.9 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree). One or 1 percent of the parents responded 2 (disagree), seven or 7.1 percent responded 3 (undecided), 41 or 41.4 percent responded 4 (agree), and 50 or 50.5 percent responded 5 (strongly agree). Of the 246 persons responding to this survey item, 125 or 50.8 percent responded 4 (agree), which represents the mode or the most frequent response to this survey.

The F ratio of 9.9337 had an F probability of .0000, which was significant at the .05 level; therefore, Hypothesis 12 was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding supportive family environment and its perceived influence on student academic success in elementary school.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 27 shows the results of the Scheffe test. The data revealed a significance difference within the parent group (4.3872) with respect to students (3.9826).

TABLE 27

SCHEFFE TEST ON SUPPORTIVE FAMILY ENVIRONMENT, 1998

Group	Mean	Group/Significance
		Gr p 3 Gr p 4 Gr p 2 Gr p 1
Parent	4.3872	*

* Significant beyond .05 level.

Hypothesis 13: There is no statistically significant difference among elementary principal, teacher, student, and parent perceptions of each of the twelve dependent variables and student academic success in elementary school.

Table 28 shows the results of testing Hypothesis 13 using ANOVA procedures. The F ratios and F probabilities are illustrated in table 28.

A total of 176 persons responded to this survey item regarding each of the success factors and student academic success in elementary school. Of the 176 persons, two or 1.1 percent were principals, eight or 4.5 percent were teachers, 87 or 49.4 percent were students and 79 or 44.9 percent were parents. No principals responded 1(strongly disagree), 2 (disagree), or 3 (undecided). One or 50 percent of the principals responded 4 (agree), and one or 50 percent responded 5 (strongly agree). No teachers responded 1 (strongly disagree), 2 (disagree), or 3 (undecided). Seven or 87.5 percent of the teachers responded 4 (agree), and one or 12.5 percent responded 5 (strongly agree). No students responded 1 (strongly disagree), or 2 (disagree). Thirteen or 14.9 percent of the students responded 3 (undecided), 67 or 77 percent responded 4 (agree), and seven or 8 percent responded 3 undecided), 67 or 77 percent responded 4 (agree), and seven or 8 percent responded 5 (strongly agree). No parents responded 1 (strongly disagree), or 2 (disagree). Four or 5.1 percent of the parents responded 3 (undecided), 57 or 72.2 percent responded 4 (agree), and 16 or 20.3 percent responded 5 (strongly agree). Of the 176 persons responding to this survey item, 132 or 75 percent responded 4 (agree), which represents the mode or the most frequent response to this survey item.

TABLE 28

ONE-WAY ANALYSIS OF VARIANCE OF ELEMENTARY PRINCIPAL, TEACHER, STUDENT, AND PARENT PERCEPTIONS OF DEPENDENT VARIABLES AND STUDENT ACADEMIC SUCCESS IN ELEMENTARY SCHOOL, 1998

Source	df	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	3	4.2298	1.4099	8.0636 *	.0000 *
Within Groups	172	30.0744	.1749		
TOTAL	175	34.3042			
Group	No.	%	Mean	Standard Deviation	
Principal	2	1.1	4.5694	.1375	
Teacher	8	4.5	4.1597	.2411	
Student	87	49.4	3.8962	.4232	
Parent	79	44.9	4.1895	.4273	
TOTAL	176	100	4.0475	.4427	

Scale: 5= Strongly Agree, 2= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

* Significant beyond .05 Standard Error = 4.028 Mode = 4.0

Note: Computer analysis allowed for incomplete questionnaires

The F ratio of 8.0636 had an F probability of .0000, which was significant at the .05 level; therefore, Hypothesis 13 was rejected. The data revealed variance among principal, teacher, student, and parent perceptions regarding each of the twelve dependent variables and their perceived influence on student academic success in elementary school.

In order to determine where the significance laid, a Scheffe test of multiple comparisons was conducted. Table 29 shows the results of the Scheffe test. The data revealed a significant difference within the parent group (4.1895) with respect to students (3.8962).

TABLE 29

SCHEFFE TEST ON DEPENDENT VARIABLES, 1998

Group	Mean	Group/Significance
		Grp 3 Grp 4 Grp 2 Grp 1
Parent	4.1895	*

* Significant beyond .05 level.

Summary

The presentation of the data consisted of the testing of the thirteen null hypotheses. The data were analyzed using analysis of variance at the .05 significance level. Each null hypothesis that was found to be significant underwent a Scheffe test of multiple comparisons which measured between - and within-group differences. In each case where a Scheffe test was conducted, either the parent group or the parent and principal group resulted in within and between group significance, respectively. There were ten hypotheses which yielded statistical significance; therefore, those hypotheses were regarded as significant variables related to perceptions regarding student academic success in elementary school. Thus, perceptions by respondents were different or revealed variance. The remaining three null hypotheses yielded statistical insignificance, which resulted in those variables being regarded as insignificant; respondents' perceptions revealed very little variance .

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter VI of this research study is comprised of three sections. The first section consists of a summary of the findings and conclusions. The second section contains implications drawn from the results of the study. The third and last section consists of recommendations for future research.

Findings and Conclusions

The purpose of this study was twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting student academic success in elementary school; and (2) to determine the extent to which their perceptions are congruent. The findings of this study are summarized in this section by stating the null hypotheses, whether the hypotheses were accepted or rejected, and any important conclusions that can be drawn from the findings.

Hypothesis 1: Hypothesis 1 was accepted because the results revealed that principal, teacher, student, and parent perceptions of the ITBS and student academic success in elementary school did not differ significantly. The acceptance of null Hypothesis 1 means that respondents did not have similar perceptions regarding the ITBS and its perceived

influence on student academic success in elementary school. Based on these findings, one can conclude that philosophies regarding the ITBS are transmitted from the principals to the teachers and acknowledged by the students and parents respectively. Therefore creating a coherent and uniform environment where similar ideologies exist.

Hypothesis 2: Hypothesis two was accepted because the results revealed that principal, teacher, student, and parent perceptions of grade point average and student academic success in elementary school did not differ significantly. The acceptance of null Hypothesis 2 means that respondents did not have similar perceptions regarding grade point average and its perceived influence on student academic success in elementary school. Based on these findings, one can conclude that principals, teachers, students, and parents regard teachers' grades as an assessment of the concepts and skills that students master in the classroom.

Hypothesis 3: Hypothesis 3 was rejected because the results revealed that principal, teacher, student, and parent perceptions of self-esteem/self-concept and student academic success in elementary school differed significantly. Significant differences existed between the principal and parent groups with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 3 means that respondents had similar perceptions regarding self-esteem/self-concept and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of self-esteem/self-concept on student academic success differently. This hypothesis yielded the highest F ratio in this study and could be attributed to the definitions principals, teachers, students, and

parents hold regarding self-esteem/self-concept. People are often divided on issues regarding what self-esteem/self-concept is and its genuine effect on student achievement. Research suggests that positive outcomes in life increase self-esteem and not the inverse--having self-esteem produces positive outcomes. A larger and more diverse group might show different results; however, a populations' background and experiences in life often determine what they will regard as an appropriate definition for self-esteem. This may also account for the significant differences between the principal and parent group when tested for further significance.

Hypothesis 4: Hypothesis 4 four was rejected because the results revealed that principal, teacher, student, and parent perceptions of discipline and motivation and student academic success in elementary school differed significantly. Significant differences existed between the principal and parent groups with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 4 means that respondents had similar perceptions regarding discipline and motivation and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceive the impact of discipline and motivation on student academic success differently. This difference perhaps is attributable to the family background of each group or, in the case of principal, the professional, ethical, and legal stance which must be considered to run an effective school where students are safe and learning. Effective schools research emphasizes that a school that is safe and orderly will effect student achievement. However, unless parents are aware of the strong influence

discipline and motivation has on children's education, perceptions about discipline and motivation will probably be different.

Hypothesis 5: Hypothesis 5 was rejected because results revealed that principal, teacher, student, and parent perceptions of defining personal and academic goals and student academic success in elementary school differed significantly. Significant differences existed within the parent group with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 5 means that respondents had similar perceptions regarding defining academic and personal goal and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of defining academic and personal goals on student academic success differently. Students' ability to define their academic and personal goals may be fulfilled if there is relevancy within their educational surroundings to their lives and, perhaps, if there was a focus on exploration of various careers. The differences in responses may be attributable to this phenomenon coupled with the importance of knowing what one would like to achieve and how. Principals as instructional leaders are compelled to define and communicate academic goals with constituents to execute and attempt to accomplish through teaching and other means. However, parents and students are challenged with carrying forth the achievement of those goals.

Hypothesis 6: Hypothesis 6 was rejected because results revealed that principal, teacher, student, and parent perceptions of moral and social responsibility and student academic success in elementary school differed significantly. Significant differences existed

within the parent group with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 6 means that respondents had similar perceptions regarding moral and social responsibility and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of moral and social responsibility on student academic success differently. Principals and teachers may conceivably be aware of the importance of having moral and social responsibility, even though it is strongly suggested not to teach morals. The emergence of character education emphasizes teaching by example and instilling strong, positive character traits, humanness and lifelong positive attributes within every child, mores, and social responsibility; these can be inadvertently learned. Parents and even students may be aware of the value of being a responsible individual, but perhaps they do not know how it all relates to educational attainment. Parents might find the issue of morals and social responsibility debatable, and students learn these things at home through their family experiences or at school vicariously by simulating behaviors of other students or that of the teacher. It is conceivable that differences would occur within this hypothesis, and perhaps this issue can be delved into more deeply when more research is conducted relating to character education and its relationship to student academic success.

Hypothesis 7: Hypothesis 7 was rejected because results revealed that principal, teacher, student, and parent perceptions of sense of purpose and student academic success in elementary school differed significantly. Significant differences existed within the parent group with respect to students when tested for multiple comparisons. The rejection of null

Hypothesis 7 means that respondents had similar perceptions regarding sense of purpose and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of sense or purpose on student academic success differently. The relevancy of education and various subjects to student lives in the future is tantamount, in part, to developing interest in the students to learn some subjects. The issue here is applicability and relevant connections. The differences in responses may be attributed to the fact that only recently was multicultural education introduced in the schoolhouse. Multicultural education is but one avenue whereby students can relate their life experiences to learning and establish some relevance. Teachers were challenged to educate themselves, and to teach multiculturally. Parents were challenged to reeducate themselves. Students were challenged to learn more about themselves and others, and at the same time establish some cohesion. Further research is needed in this area to examine this issue.

Hypothesis 8: Hypothesis 8 was rejected because results revealed that principal, teacher, student, and parent perceptions of survival skills and student academic success in elementary school differed significantly overall. However, a Scheffe test was conducted and revealed no two groups were significantly different at the .05 level. The rejection of null Hypothesis 8 means that respondents had similar perceptions regarding survival skills and its perceived influence on student academic success in elementary school. Based on overall these findings, one can conclude that principals, teachers, students, and parents perceived the impact of survival skills on student academic success differently. Many factors could have affected this finding, such as family background, ability to effectively

resolve conflict in peer group situations, etc. Perhaps research on the successfulness of mentoring programs and mediation and its impact on students' academic success will be pertinent.

Hypothesis 9: Hypothesis 9 was accepted because results revealed that principal, teacher, student, and parent perceptions of self-reliance and student academic success in elementary school did not differ. The acceptance of null Hypothesis 9 means that respondents did not have similar perceptions regarding self-reliance and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of self-reliance on student academic success differently. These findings are perhaps attributed to how principals, teachers, students, and parents view independent work or cooperative learning. A child learns independence and responsibility in school and/or at home either vicariously or in isolated occurrences. However, it is the ability to connect the relevance or importance of having these traits to academic success and overall intellectual development.

Hypothesis 10: Hypothesis 10 was rejected because results revealed that principal, teacher, student, and parent perceptions of cultural exposure and student academic success in elementary school differed significantly overall. However, a Scheffe test was conducted and revealed that no two groups were significantly different at the .05 level. The rejection of null Hypothesis 10 means that respondents had similar perceptions regarding cultural exposure and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and

parents perceived the impact of cultural exposure on student academic success differently. Thus, respondents are more than likely familiar with the importance of cultural exposure and its influence on student learning. Perhaps many are divided on this issue due to emergence of multicultural education. There are many who support multicultural education and there are those who dismiss it as unimportant to students' overall educational development. Those who support multicultural education believe that relevance and connectedness to one's own culture and acknowledging other cultures is crucial to racial harmony and enhanced learning among students. Those who dismiss multicultural education believe that it excludes white people and promotes divisiveness and not cohesion. The debate concerning the relevance of multicultural education in the curriculum, and the fact that people are comfortable with what they know already about various groups may account for the significant differences among the groups.

Hypothesis 11: Hypothesis 11 was rejected because results revealed that principal, teacher, student, and parent perceptions of high expectations and student academic success in elementary school differed significantly. Significant differences existed within the principal and parent groups with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 11 means that respondents did not have similar perceptions regarding high expectations and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of high expectations on student academic success differently. The recurrent theme throughout research relating to student achievement is high expectations. Research suggests that teachers who hold high

expectations of their students tend to promote learning by those students. The Pgymalion Effect, as discussed within this paper, speaks to this issue. Perhaps significant differences were revealed in this hypothesis due to value judgements people hold regarding their own abilities, which may interfere with the learning process.

Hypothesis 12: Hypothesis 12 twelve was rejected because results revealed that principal, teacher, student, and parent perceptions of supportive family environment and student academic success in elementary school differed significantly. Significant differences existed within the parent group with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 12 means that respondents did not have similar perceptions regarding supportive family environment and its perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact of supportive family environment on student academic success differently. Research has been conducted on the important role the family plays in students' academic success. Research suggests that it is the lifestyle (i.e., beliefs, activities) of the family and the quality time spent that are crucial to the overall educational development of children. Many schools faced with creating a school/community connection are challenged with communicating and educating the parents on the pertinence of the home life to success in school. There are implications for those schools who are creating cohesive school and community relations. Perhaps research can be conducted to examine those schools who have a great rapport with the community and those who are still using their tireless efforts to promote such endeavor and determine how it affects students' academic success.

Hypothesis 13: Hypothesis 13 was rejected because results revealed that principal, teacher, student, and parent perceptions of each of the twelve dependent variables and student academic success in elementary school differed significantly. Significant differences existed within the parent group with respect to students when tested for multiple comparisons. The rejection of null Hypothesis 13 means that respondents did not have similar perceptions regarding the ITBS, grade point average, self-esteem/self-concept, discipline and motivation, defining academic and personal goals, moral and social responsibility, sense of purpose, survival skills, self-reliance, cultural exposure, high expectations, and supportive family environment and their perceived influence on student academic success in elementary school. Based on these overall findings, one can conclude that principals, teachers, students, and parents perceived the impact overall of the ITBS, grade point average, self-esteem/self-concept, discipline and motivation, defining academic and personal goals, moral and social responsibility, sense of purpose, survival skills, self-reliance, cultural exposure, high expectations, and supportive family environment on student academic success very differently. This finding is perhaps attributed to the fact that principals, teachers, students, and parents see things from a different perspective based on their own experiences, family background, education, etc. Also, many other factors play a role in the academic success of students in elementary school.

Insignificant differences existed with three variables within the study. Significant differences existed throughout ten variables within the study. However, the overall findings revealed that elementary parents and students hold different perceptions of factors affecting student academic success in elementary school.

Implications

There were more hypotheses that were rejected than accepted. This finding reveals that there were more significant differences in responses to the hypotheses regarding perceptions of factors affecting student academic success in elementary school. Furthermore, the majority of the respondents' perceptions were incongruent or revealed variance.

For example, the ITBS is a standardized test which some believe measures academic success. There was no statistically significant difference in perceptions regarding the ITBS. The findings imply that because the ITBS is emphasized emphatically in most school systems, that principals, teachers, students, and parents cannot help but to be in harmony regarding its impact on the overall success of the student. The variable grade point average also yielded no statistical significance. Educators constantly encourage students to secure good grades in order to gain acceptance into colleges and universities of their choice. Very rarely is it emphasized for students not to focus on grades, but on truly learning the material and mastering the skills needed for lifelong learning.

The variable self-esteem/self-concept yielded the highest F ratio than any other variable and was found to be statistically significant. This has implications for further study to investigate how people define self-esteem/self-concept and, the influence of having self-esteem/self-concept or not having self-esteem/self-concept has on student academic success in elementary school.

Principals, teachers, students and parents did not have similar perceptions regarding the variable discipline and motivation. Further significant difference was found between the parent and principal groups. The findings have implications for further investigation regarding what strategies principals, teachers, and parents use to establish and maintain discipline within the schools and to motivate students to learn. It would be interesting to study the various routines that are used in a particular school to determine if they are used by all groups consistently to promote uniformity and compliance with disciplinary and motivational strategies.

The testing of the variable defining academic and personal goals yielded a statistically significant difference. School systems communicate their mission and philosophy to the community, administrators, and eventually the students. This is done to establish some form of commitment, guidance and direction, and uniformity within the schools. This finding has implications for school systems to encourage administrators, teachers and parents to use similar strategies such as, establishing individual mission statements or educational and personal goals with the students to promote learning. Research suggests that when students set realistic goals for themselves, learning and the motivation to learn increase (McCown and Roop 1992).

Statistical significant difference was revealed with the variable moral and social responsibility. The results of the findings have implications for investigating how people view the relationship of moral and social responsibility to academic learning. The emergence of character education and service learning speak to this issue. Character education emphasizes teaching by example and instilling strong positive character traits,

humanness and lifelong positive attributes within children. Service learning accentuates helping others, contributing one's time, skills, and expertise to others less fortunate, or to the community.

Principals, teachers, students and parents may be aware of the importance of having moral and social responsibility; however, they may be unaware of how it relates to educational outcomes. Perhaps the issue can be investigated more deeply when more research is conducted on character education and service learning and their impact on student academic success in elementary school.

Success in school occurs when students can relate their life experiences to their learning in school. The variable sense of purpose yielded a statistically significant difference. The findings have implications for investigating how school systems come to develop a relevant curriculum to infuse into schools, and to determine the influence a relevant curriculum has on learning. Futhermore, the findings have implications for schools to encourage teachers to employ effective, creative strategies that promote learning through creating a sense of purpose for learning and school.

The variable survival skills yielded a statistically significant difference. Students come to school with many challenges that affect their performance, such as poverty, violence in the home or in their neighborhoods, peer pressure, etc. Students who experience these challenges may internalize their frustration and misdirect their true feelings and actions, all of which may cloud their focus in school. The findings have implications for schools to implement more programs that encourage communication and interpersonal

skills, conflict resolution, and for teachers to use creative strategies in the classroom which promote these skills.

The variable self-reliance did not a yield a statistically significant difference. Principals, teachers, students, and parents were in harmony regarding this variable perhaps due to the influence of being self-reliant or working with other peers to accomplish a task has on students' overall development in school and beyond. The findings have implications for educators to develop portfolios of their strategies or their students' work using self-reliance skills. Additionally, educators can conduct case studies regarding their successes in the classroom and publish them to inspire other educators to use strategies in the classroom that promote self-reliance skills.

The variable cultural exposure yielded a statistically significant difference. The findings have implications for educators to explore more deeply into the issue of multicultural education and its influence on students' academic success. Some argue that exposure to other cultures, and cultural experiences is divisive. Others argue that multicultural education will create racial harmony because others will learn to embrace differences in people. Exposure to various surroundings and experiences brings about overall intellectual, social, and emotional growth. The findings also have implications for conducting further comparative studies on "successful" students, and "unsuccessful" students, examining their cultural exposure, intellectual dialogue, family activities and educational excursions, etc., all of which stimulate the mind and overall development.

The variable high expectations yielded a statistically significant difference. The findings have implications for investigating what beliefs educators hold regarding high

expectations and if they truly espouse these beliefs through their daily teaching interactions with students. Further, to ultimately determine if these espoused beliefs influence educational performance.

The variable supportive family environment yielded a statistically significant difference. Research conducted by Reginald Clark found that it is the quality of family home life, not family make-up which influences student learning (1984). In urban school settings where poverty is more prevalent, principals are faced with many challenges to encourage parents to volunteer and become more vocal and supportive of their child's educational development in school and at home. The findings have implications for school systems to investigate what inhibits parents from volunteering. Once information has been gathered, perhaps school systems can follow up by implementing some incentive programs for parents, such as volunteer training credit to be used toward securing a position with the county, computer workshops, or perhaps incentive pay for volunteering in classrooms where teachers do not have assistants.

There were ten dependent variables which yielded a statistically significant difference. Based on these findings overall, it can be concluded that perceptions of academic success generally cannot be confined to only one or two variables or predictors. Additionally, based on the background and experiences of respondents, things are seen from different perspectives.

This study has implications for local school districts to educate administrators, teachers, parents, children, and the community about the many perceptions that exist regarding academic achievement and that, in some instances, those perceptions are

translated into the learning process and daily interactions with the students. Further study to determine the impact of perceptions on elementary students' academic achievement may be worthwhile.

Recommendations

1. The self-esteem/self-concept variable yielded the highest between-group mean and F ratio, possibly due to how respondents define self-esteem. Perhaps further study is needed to determine how persons define self-esteem/self-concept and translate self-esteem/self-concept practices in their everyday teaching strategies.

2. It is recommended that a larger sample population of principals and teachers be used to verify true statistical significance between and among groups.

3. It is recommended that a larger sample should employ a wide variety of age groups and ethnic groups.

4. It is recommended that further study be conducted to determine the impact of principal, teacher, student, and parent perceptions on the actual academic success of elementary students as measured by the ITBS and grade point average.

5. It is recommended that efforts be made to educate principals, teachers, parents, and the community about the various factors of student academic success.

6. It is recommended that the school district and local schools make every effort to obtain students' feedback on what helps them learn more effectively in school.

Summary

The purpose of this study was twofold: (1) to determine elementary principal, teacher, student, and parent perceptions of factors affecting elementary student academic success in elementary school; and (2) to determine the extent to which their perceptions were congruent. The analysis of the data within this study revealed overall that there was no statistically significant difference among elementary principal, teacher, student, and parent perceptions regarding the following variables: ITBS, grade point average, and self-reliance, and student academic success in elementary school. The analysis of the data also revealed that overall there was a statistically significant difference among elementary principal, teacher, student, and parent perceptions regarding the following variables: self-esteem, discipline and motivation, defining academic and personal goals, moral and social responsibility, sense of purpose, survival skills, cultural exposure, high expectations, supportive family environment, and each of the twelve dependent variables and student academic success in elementary school. In each of the hypotheses where significance was found to exist, either the parent and/or the principal group showed significance with respect to the student group when tested for multiple comparisons or the parent group alone. This may be attributed to the experiences of the principals in the educational setting with respect to the experiences of the parent. Unless parents are actively involved in the schools, they may be unaware of the educational philosophies or routines that influence the academic performance of students. Thus, parents perceptions may be different due to their knowledge base and experiences as a parent, and not as a parent who is an educational activist in his or

her child's school. Overall, it can be concluded that each group may perceive a given situation from a different vantage point based on their background and experiences.

Significant differences existed with ten dependent variables within the study and no significant difference existed with three dependent variables within this study. Because the principal and teacher sample size was not large enough to yield true statistically significant differences, the overall findings revealed that elementary parents and students hold different perceptions of factors affecting student academic success in elementary school.

APPENDIX A

SURVEY INSTRUMENT

Likert Scale to Measure Elementary Principal Perceptions
of Factors Affecting Student Academic Success in Elementary School

This survey is composed of several factors which tend to affect student academic success. The purpose of this survey is to determine your perceptions regarding student academic success, and whether they are congruent to teacher, student and parent perceptions. Please respond to the following demographic questions and the Likert scale survey questions as honestly as possible. The responses will be used for the sole purpose of this research study and will be kept confidential. Your prompt response to this survey is encouraged. Thank you for your participation.

Please check or fill in your responses.

Race: Black____White_____Hispanic____Asian____ Native American____Other_____
Gender: Male_____Female_____
Age:_____
Parent: Yes_____No____
Number of Years in Field:_____

Please circle one of the five choices which you select as your response.

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. I believe that scores on the ITBS tend to predict student success.
SA A U D SD
2. I believe that the ITBS is important to student present and future success.
SA A U D SD
3. I believe that the ITBS does not assess what the students really know.
SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. I believe that semester GPA's tend to predict student success.
SA A U D SD

5. I believe that semester GPA's tend to assess student knowledge of content areas.
SA A U D SD

6. I believe that students tend to perform better on teacher assignments and tests than on standardized tests. SA A U D SD

7. I believe that some children today suffer from low self-esteem and low self-concept which tend to impact their academic and personal success. SA A U D SD

8. I believe that praise and positive reinforcement are important in recognizing student academic and personal accomplishments. SA A U D SD

9. I believe that students who know who they are and are confident in themselves will tend to do well. SA A U D SD

10. I believe that teachers who call upon all students consistently and listens to students views tend to encourage positive self concepts and self esteem in their students.
SA A U D SD

11. I believe that students who follow the rules of the class and the school will tend to do well. SA A U D SD

12. I believe that teachers who can manage their classrooms and stay on task will tend to promote learning among students. SA A U D SD

13. I believe that students who are focused on learning and are excited about school will do well. SA A U D SD

14. I believe that students who set goals for improving in school will tend to do well.
SA A U D SD

15. I believe that students should set goals for their future. SA A U D SD

16. I believe that students who know right from wrong and behave in a positive manner tend to do well in school. SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

17. I believe that students who respect their classmates, teachers and other adults in the school will tend to behave in a positive manner and focus on learning.
SA A U D SD

18. I believe that students who are responsible and courteous will tend to do well.
SA A U D SD

19. I believe that students who engage in school activities and volunteer their help to others tend to do well. SA A U D SD

20. I believe that students who know the purpose of school and learning and how they will affect their lives will tend to do well. SA A U D SD

21. I believe that teachers who can relate school subjects to students lives and their everyday experiences will tend to do well. SA A U D SD

22. I believe that students who have some idea of how they fit into the world and the tools that they will need to contribute to society will tend to do well.
SA A U D SD

23. I believe that students who can handle peer pressure will tend to do well.
SA A U D SD

24. I believe that students who participate in school activities and projects to enhance their skills with working with people will tend to do well. SA A U D SD

25. I believe that students who can work out their problems with their classmates by talking and reaching agreements will tend to do well. SA A U D SD

26. I believe that students who work on projects and assignments by themselves or with classmates tend to promote learning. SA A U D SD

27. I believe that students who are given classroom duties and responsibilities and accomplish them independently and successfully will tend to do well.
SA A U D SD

28. I believe that students who are exposed to many different kinds of people, activities and beliefs will tend to do well. SA A U D SD

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. I believe that students who know their history and culture and other kinds of students' history and culture will tend to well. SA A U D SD

30. I believe that teachers who can relate learning to a students' culture will promote learning among their students.
SA A U D SD

31. I believe that students whose teachers and parents set high goals for them will strive to live up to those goals. SA A U D SD

32. I believe that students whose teachers and parents encourage students' best work inspire them to give only their best. SA A U D SD

33. I believe that teachers and parents who believe that students can be successful and communicate this to them daily will encourage students to strive for success.
SA A U D SD

34. I believe that families who participate in school activities and help children with school and learning tend to promote success of their children.
SA A U D SD

35. I believe that children whose parents continuously talk about getting an education and doing well tend to encourage their children to stay in school and do well.
SA A U D SD

36. I believe that children whose parents interact with them and take them on educational trips tend to do well.
SA A U D SD

Likert Scale to Measure Elementary Teacher Perceptions
of Factors Affecting Student Academic Success in Elementary School

This survey is composed of several factors which tend to affect student success. The purpose of this survey is to determine your perceptions regarding student academic success, and whether they are congruent to student perceptions. Please respond to the following demographic questions and the Likert scale survey questions as honestly as possible. The responses will be used for the sole purpose of this research study and will be kept confidential. Your prompt response to this survey is encouraged. Thank you for your participation.

Please check or fill in your responses.

Race: Black____White_____Hispanic____Asian____ Native American____Other_____
Gender: Male_____Female_____
Age:_____
Parent: Yes_____No____
Number of Years in Field:_____
Grade Level Taught:_____

Please circle one of the five choices which you select as your response.

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. I believe that scores on the ITBS tend to predict students' success.
   SA A U D SD
2. I believe that the ITBS is important to students' present and future success.
   SA A U D SD
3. I believe that the ITBS does not assess what the students really know.
   SA A U D SD
4. I believe that semester GPA's tend to predict students' success.
   SA A U D SD
5. I believe that semester GPA's tend to assess students' knowledge of content areas.
   SA A U D SD
6. I believe that students tend to perform better on teacher assignments and tests than on standardized tests. SA A U D SD
7. I believe that some children today suffer from low self-esteem and low self-concept which tend to impact their academic and personal success. SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8. I believe that praise and positive reinforcement are important in recognizing students' academic and personal accomplishments. SA A U D SD

9. I believe that students who know who they are and are confident in themselves will tend to do well. SA A U D SD

10. I believe that teachers who call upon all students consistently and listens to students views tend to encourage positive self concepts and self esteem in their students. SA A U D SD

11. I believe that students who follow the rules of the class and the school will tend to do well. SA A U D SD

12. I believe that teachers who can manage their classrooms and stay on task will tend to promote learning among students. SA A U D SD

13. I believe that students who are focused on learning and are excited about school will do well. SA A U D SD

14. I believe that students who set goals for improving in school will tend to do well. SA A U D SD

15. I believe that students should set goals for their future. SA A U D SD

16. I believe that students who know right from wrong and behave in a positive manner tend to do well in school. SA A U D SD

17. I believe that students who respect their classmates, teachers and other adults in the school will tend to behave in a positive manner and focus on learning. SA A U D SD

18. I believe that students who are responsible and courteous will tend to do well. SA A U D SD

19. I believe that students who engage in school activities and volunteer their help to others tend to do well. SA A U D SD

20. I believe that students who know the purpose of school and learning and how they will affect their lives will tend to do well. SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. I believe that teachers who can relate school subjects to students' lives and their everyday experiences will tend to do well. SA A U D SD

22. I believe that students who have some idea of how they fit into the world and the tools that they will need to contribute to society will tend to do well. SA A U D SD

23. I believe that students who can handle peer pressure will tend to do well . SA A U D SD

24. I believe that students who participate in school activities and projects to enhance their skills with working with people will tend to do well. SA A U D SD

25. I believe that students who can work out their problems with their classmates by talking and reaching agreements will tend to do well. SA A U D SD

26. I believe that students who work on projects and assignments by themselves or with classmates tend to promote learning. SA A U D SD

27. I believe that students who are given classroom duties and responsibilities and accomplish them independently and successfully will tend to do well. SA A U D SD

28. I believe that students who are exposed to many different kinds of people, activities and beliefs will tend to do well. SA A U D SD

29. I believe that students who know their history and culture and other kinds of students' history and culture will tend to well. SA A U D SD

30. I believe that teachers who can relate learning to a students' culture will promote learning among their students. SA A U D SD

31. I believe that students whose teachers and parents set high goals for them will strive to live up to those goals. SA A U D SD

32. I believe that students whose teachers and parents encourage students' best work inspire them to give only their best. SA A U D SD

33. I believe that teachers and parents who believe that students can be successful and communicate this to them daily will encourage students to strive for success. SA A U D SD

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

34. I believe that families who participate in school activities and help children with school and learning tend to promote success of their children. SA A U D SD

35. I believe that children whose parents continuously talk about getting an education and doing well tend to encourage their children to stay in school and do well. SA A U D SD

36. I believe that children whose parents interact with them and take them on educational trips tend to do well. SA A U D SD

Likert Scale to Measure Elementary Student Perceptions of Factors Affecting Student Academic Success in Elementary School

This survey consists of several factors which tend to affect student academic success. The purpose of this survey is to determine your perceptions regarding student academic success and whether your perceptions are similar to principals, teachers, and parents. Please respond to the following demographic questions and the Likert scale survey questions as honestly as possible. The responses will be used for the sole purpose of this research study and will be kept confidential. Your prompt response to this survey is encouraged. Thank you for your participation.

Please check or fill in your responses.

Race: Black____White____Hispanic_____Asian_____ Native American_____Other_____
Gender: Male_____Female____
Age:_____
Grade Level: 5th_____6th_____7th_____
Number of Brothers and Sisters:_____

Please circle one of the five choices which you select as your response.

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. I believe that scores on the ITBS tend to tell how well students will do in school.
SA A U D SD

2. I believe that the ITBS is important to students' present and future school success.
SA A U D SD

3. I believe that the ITBS does not tell what the students really know.
SA A U D SD

4. I believe that semester GPA's tend to tell how well students will do in school.
SA A U D SD

5. I believe that semester GPA's tend to tell what students know in various subjects.
SA A U D SD

6. I believe that students tend to perform better on teacher assignments and tests than on standardized tests such as the ITBS.
SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. I believe that some children today do not who they are and are not pleased with themselves or their achievements which tend to influence their academic and personal success. SA A U D SD

8. I believe that praise and positive encouragement are important in recognizing student academic and personal accomplishments. SA A U D SD

9. I believe that students who are confident in themselves will tend to do well. SA A U D SD

10. I believe that teachers who call upon all students a lot and listen to students' views tend to help students feel confident and good about themselves. SA A U D SD

11. I believe that students who follow the rules of the class and the school will tend to do well. SA A U D SD

12. I believe that teachers who can manage their classrooms and stay focused on instruction will tend to promote learning among students. SA A U D SD

13. I believe that students who are focused on learning and are excited about school will do well. SA A U D SD

14. I believe that students who set goals for improving in school will tend to do well. SA A U D SD

15. I believe that students should set goals for their future. SA A U D SD

16. I believe that students who know right from wrong and behave in a positive manner tend to do well in school. SA A U D SD

17. I believe that students who respect their classmates, teachers and other adults in the school will tend to behave in a positive manner and focus on learning. SA A U D SD

18. I believe that students who are responsible and courteous will tend to do well. SA A U D SD

19. I believe that students who participate in school activities and volunteer their help to others tend to do well. SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. I believe that students who know the purpose of school and learning and how both will affect their lives will tend to do well. SA A U D SD

21. I believe that teachers who can relate school subjects to students' lives and their everyday experiences will tend to do well. SA A U D SD

22. I believe that students who have some idea of how they fit into the world and the tools that they will need to contribute to society will tend to do well. SA A U D SD

23. I believe that students who can handle peer pressure will tend to do well . SA A U D SD

24. I believe that students who participate in school activities and projects to enhance their skills with working with people will tend to do well. SA A U D SD

25. I believe that students who can work out their problems with their classmates by talking and reaching agreements will tend to do well. SA A U D SD

26. I believe that students who work on projects and assignments by themselves or with classmates tend to promote learning. SA A U D SD

27. I believe that students who are given classroom duties and responsibilities and accomplish them on their own and successfully will tend to do well. SA A U D SD

28. I believe that students who are exposed to many different kinds of people, activities and beliefs will tend to do well. SA A U D SD

29. I believe that students who know their family's history and other kinds of students' history will tend to do well. SA A U D SD

30. I believe that teachers who can relate learning to a students' culture will promote learning among their students. SA A U D SD

31. I believe that students whose teachers and parents set high goals for them will strive to live up to those goals. SA A U D SD

32. I believe that students whose teachers and parents encourage students' best work inspire them to do only their best. SA A U D SD

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. I believe that teachers and parents who believe that students can be successful and communicate this to them daily will encourage students to strive for success.
SA A U D SD

34. I believe that families who participate in school activities and help children with school and learning tend to promote success among their children.
SA A U D SD

35. I believe that children whose parents continuously talk about getting an education and doing well tend to encourage their children to stay in school and do well.
SA A U D SD

36. I believe that children whose parents interact with them and take them on educational trips tend to do well. SA A U D SD

Likert Scale to Measure Parent Perceptions of Factors
Affecting Student Academic Success in Elementary School

This survey is composed of several factors which tend to predict student success. The purpose of this survey is to determine your perceptions of factors affecting student academic success in elementary school, and whether they are congruent to students' perceptions. Please respond to the following demographic questions and the Likert scale survey questions as honestly as possible. The responses will be used for the sole purpose of this research study and will be kept confidential. Your prompt response to this survey is encouraged. Thank you for your participation.

Please check or fill in your responses.

Race: Black____White_____Hispanic____Asian____ Native American____Other_____
Gender: Male_____Female_____
Age:_____
Occupation:_____
Education: Elementary____Jr. High____Sr. High____Four-Year College____
Post Secondary_____Graduate School____Post Graduate____

Please circle one of the five choices which you select as your response.

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. I believe that scores on the ITBS tend to predict students' success.
SA A U D SD

2. I believe that the ITBS is important to students' present and future success.
SA A U D SD

3. I believe that the ITBS does not assess what the students really know.
SA A U D SD

4. I believe that semester GPA's tend to predict students' success.
SA A U D SD

5. I believe that semester GPA's tend to assess students' knowledge of content areas.
SA A U D SD

6. I believe that students tend to perform better on teacher assignments and tests than on standardized tests.
SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. I believe that some children today suffer from low self-esteem and low self-concept which tend to impact their academic and personal success. SA A U D SD

8. I believe that praise and positive reinforcement are important in recognizing students' academic and personal accomplishments. SA A U D SD

9. I believe that students who know who they are and are confident in themselves will tend to do well. SA A U D SD

10. I believe that teachers who call upon all students consistently and listens to students views tend to encourage positive self concepts and self esteem in their students. SA A U D SD

11. I believe that students who follow the rules of the class and the school will tend to do well. SA A U D SD

12. I believe that teachers who can manage their classrooms and stay on task will tend to promote learning among students. SA A U D SD

13. I believe that students who are focused on learning and are excited about school will do well. SA A U D SD

14. I believe that students who set goals for improving in school will tend to do well. SA A U D SD

15. I believe that students should set goals for their future. SA A U D SD

16. I believe that students who know right from wrong and behave in a positive manner tend to do well in school. SA A U D SD

17. I believe that students who respect their classmates, teachers and other adults in the school will tend to behave in a positive manner and focus on learning. SA A U D SD

18. I believe that students who are responsible and courteous will tend to do well. SA A U D SD

19. I believe that students who engage in school activities and volunteer their help to others tend to do well. SA A U D SD

Scale 5	4	3	2	1
SA	*A*	*U*	*D*	*SD*
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. I believe that students who know the purpose of school and learning and how they will affect their lives will tend to do well. SA A U D SD

21. I believe that teachers who can relate school subjects to students' lives and their everyday experiences will tend to do well. SA A U D SD

22. I believe that students who have some idea of how they fit into the world and the tools that they will need to contribute to society will tend to do well. SA A U D SD

23. I believe that students who can handle peer pressure will tend to do well . SA A U D SD

24. I believe that students who participate in school activities and projects to enhance their skills with working with people will tend to do well. SA A U D SD

25. I believe that students who can work out their problems with their classmates by talking and reaching agreements will tend to do well. SA A U D SD

26. I believe that students who work on projects and assignments by themselves or with classmates tend to promote learning. SA A U D SD

27. I believe that students who are given classroom duties and responsibilities and accomplish them independently and successfully will tend to do well. SA A U D SD

28. I believe that students who are exposed to many different kinds of people, activities and beliefs will tend to do well. SA A U D SD

29. I believe that students who know their history and culture and other kinds of students' history and culture will tend to well. SA A U D SD

30. I believe that teachers who can relate learning to a students' culture will promote learning among their students. SA A U D SD

31. I believe that students whose teachers and parents set high goals for them will strive to live up to those goals. SA A U D SD

32. I believe that students whose teachers and parents encourage students' best work inspire them to give only their best. SA A U D SD

Scale	*5*	*4*	*3*	*2*	*1*
	SA	*A*	*U*	*D*	*SD*
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. I believe that teachers and parents who believe that students can be successful and communicate this to them daily will encourage students to strive for success.
SA A U D SD

34. I believe that families who participate in school activities and help children with school and learning tend to promote success of their children. SA A U D SD

35. I believe that children whose parents continuously talk about getting an education and doing well tend to encourage their children to stay in school and do well.
SA A U D SD

36. I believe that children whose parents interact with them and take them on educational trips tend to do well. SA A U D SD

APPENDIX B

RESEARCH CODES AND DEFINITIONS

Groups:

1= Principal
2= Teacher
3= Student
4= Parent

Demographic Factors

Race:

1= Black
2= White
3= Latino
4= Asian

Gender:

1= Male
2= Female

Age: Respondents list their age

Experience: Respondents list the number of years in field

Grade level: Grade level taught or grade level of student

Education: Highest level of attainment respondents

1= Elementary
2= Junior high
3= Senior high
4= Four-year college
5= Post-secondary
6= Graduate school
7= Post-graduate school

Occupation: Parent daily work activity or career

1= Managerial
2= Academia
3= Medical
4= Service
5= Entrepreneur
6= Other

Number of Siblings: Respondents list number or brothers and sisters

Variables		Items
1=	Iowa Tests of Basic Skills	1-3
2=	Grade Point Average	4-6
3=	Self-Esteem/Self-Concept	7-10
4=	Discipline and Motivation	11-13
5=	Defining Academic and Personal Goals	14-15
6=	Moral and Social Responsibility	16-19
7=	Sense of Purpose	20-22
8=	Survival Skills	23-25
9=	Self-Reliance	26-27
10=	Cultural Exposure	28-30
11=	High Expectations	31-33
12=	Supportive Family Environment	34-36

APPENDIX C

AUTHORIZATION TO CONDUCT RESEARCH

DeKalb County School System

3770 North Decatur Road, Decatur, GA 30032-1099

District Office: (404) 297-1200; (404) 297-2300

February 20, 1997

Dear Ms. Bridgett:

Thank you for choosing the DeKalb County School System as a suitable site for conducting your research.

The Department of Research and Evaluation has approved your proposal to conduct a research on the factors influencing students success as perceived by teachers, students and parents as part of your doctoral program at Clark-Atlanta University.

This approval is subject to the local building principal being able to accommodate your research having assessed the needs of the local school conditions.

Please submit an abstract of the findings to each cooperating principal, and a full copy of the findings to this office.

Sincerely,

Ganga Persaud

Ganga Persaud, Ph.D.
Research & Evaluation

research
DEPARTMENT
DeKalb County School System

to: Cooperating Principals
DeKalb County School System

from: Dr. Ganga Persaud

subject: Approval for Research Proposal

date: February 20, 1997

The Department of Research and Evaluation has accepted the recommendation of a review panel to approve Ms. Yolanda Bridgett's research on the factors influencing students success as perceived by teachers, students and parents. The research is being conducted for the doctoral program at Clark-Atlanta University.

This approval has the support of Dr. Fannie Tartt (Executive Director of Elementary Education). At the same time, it is fully recognized that a local building principal having assessed the local school conditions might have reasons for not being able to allow the research at this time, and hence, might so inform the researcher.

The researcher is required to submit an abstract of the findings to each cooperating principal, and a full copy of the findings to this office.

Thank you for your cooperation.

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APPENDIX D

CORRESPONDENCE TO SUBJECTS

December 30, 1996

Mrs. Su Ellen Bray
Assistant Director
Research & Evaluation
DeKalb County School System
3770 North Decatur, Road
Decatur, Georgia 30032

Dear Mrs. Bray:

I am a doctoral candidate at Clark Atlanta University 's School of Education Educational Leadership Department. I am currently involved in a research study which investigates elementary principals', teachers', students', and parents' perceptions of factors regarding elementary students' success.

This letter serves as an official request for permission to collect data for this research study in DeKalb County Schools. Using a convenient sampling technique, principals, teachers, students and parents will be administered a thirty-six item questionnaire which should take approximately fifteen minutes to complete. The study attempts to adhere to criteria for conducting research in DeKalb County and in some way ties in with DeKalb's philosophy of instruction as indicated in Board Policy #6365, #6.

All respondents will remain anonymous and all schools will be identified by codes. Upon endorsement from your office, a letter of permission will be forwarded to principals requesting permission to conduct the study in their schools. Additionally, a letter will be sent to parents requesting permission to administer the questionnaire to their children. It is expected that one month will be needed to request permission to administer the questionnaire, and administer and recover the questionnaire from the respondents. It is estimated that at least three to five schools will serve as the research sample. Specifically, at least 6 principals, 30 teachers, 200 students, and 500 parents are estimated as respondents for this study.

The proposal, questionnaire, and a letter from my major professor are enclosed. A short abstract of the results of this research study will be provided to your department upon completion of the research study. Thank you for considering my request to conduct research in DeKalb County Schools. You may contact me at (404) 244-8276 for any questions regarding my request. I look forward to your reply.

Sincerely,

Yolonda E. Briggett

Yolonda E. Briggett
enclosures

February 26, 1998

Dr. Shirley Reams
Principal
Terry Mill Elementary
DeKalb County School System
797 Fayetteville Road, S.E.
Atlanta, Georgia 30316

Dear Dr. Reams:

As you are aware, I am completing my dissertation for the Ed. D degree at Clark Atlanta University My research study is entitled, "The Measure of Students' Success: A Study of Elementary Principals', Teachers', Students', and Parents' Perceptions of Factors Regarding Elementary Students' Academic Success."

I would like to request permission to administer questionnaires to Terry Mill teachers, students, parents, and yourself, the principal, to collect data for my research study. Using a convenient sampling technique, principals, teachers, students (students at the terminal grade level) and parents will be administered a thirty-six-item questionnaire, which should take approximately fifteen minutes to complete. All respondents will remain anonymous, and all schools will be identified by codes. Upon your approval, teachers, and parents will be administered a questionnaire. I would like to capture the parental audience through the PTA (at the March or April meetings). Permission letters will be sent to parents of students, to request permission to administer the questionnaire to their children.

Endorsement letters from DeKalb County School System, a letter from my major advisor, a copy of each questionnaire, and a copy of the student/parent permission letter are enclosed. If you plan to accept my request, please take time away from your busy schedule to complete the "principals" questionnaire.

A short abstract of the results of this research study will be provided to you upon completion of the research study. Thank you for considering my request to use your school as part of my research sample. Please feel free to contact me if you have any questions regarding this request. I look forward to your reply.

Sincerely,

Yolonda E. Briggett

Yolonda E. Briggett

enclosures

February 26, 1997

Mrs. Deborah Loeb
Principal
Murphy Candler Elementary
DeKalb County School System
6775 S. Goddard Road
Lithonia, Georgia 30038

Dear Mrs. Loeb:

As you are aware, I am completing my dissertation for the Ed. D degree at Clark Atlanta University My research is entitled, "The Measure of Students' Success: A Study of Elementary Principals', Teachers', Students', and Parents' Perceptions of Factors Regarding Elementary Students' Academic Success."

I would like to request permission to administer questionnaires to Murphy Candler teachers, students, parents, and yourself, the principal, to collect data for my research study. Using a convenient sampling technique, principals, teachers, students (students at the terminal grade level) and parents will be administered a thirty-six-item questionnaire, which should take approximately fifteen minutes to complete. All respondents will remain anonymous, and all schools will be identified by codes. Upon your approval, teachers, and parents will be administered a questionnaire. I would like to capture the parental audience through the PTA (at the March or April meetings). Permission letters will be sent to parents of students, to request permission to administer the questionnaire to their children.

Endorsement letters from DeKalb County School System, a letter from my major advisor, a copy of each questionnaire, and a copy of the student/parent permission letter are enclosed. If you plan to accept my request, please take time away from your busy schedule to complete the "principals" questionnaire.

A short abstract of the results of this research study will be provided to you upon completion of the research study. Thank you for considering my request to use your school as part of my research sample. Please feel free to contact me if you have any questions regarding this request. I look forward to your reply.

Sincerely,

Yolonda E. Briggett

Yolonda E. Briggett
enclosures

May 1, 1997

Mrs. Mary Budgett
Principal
Canby Lane
DeKalb County School System
4150 Green Hawk Trail
Decatur, Georgia 30035

Dear Mrs. Budgett

I am a doctoral candidate at Clark Atlanta University 's School of Education Educational Leadership Department. I am currently involved in a research study entitled, "The Measure of Students' Success: A Study of Elementary Principals', Teachers', Students', and Parents' Perceptions of Factors Regarding Elementary Students' Academic Success."

I would like to request permission to administer questionnaires to Canby Lane teachers, students, parents, and yourself, the principal, to collect data for my research study. Using a convenient sampling technique, principals, teachers, students (students at the terminal grade level) and parents will be administered a thirty-six-item questionnaire, which should take approximately fifteen minutes to complete. All respondents will remain anonymous, and all schools will be identified by codes. Upon your approval, teachers, and parents will be administered a questionnaire. Permission letters will be sent to parents of students, to request permission to administer the questionnaire to their children.

Endorsement letters from DeKalb County School System, a letter from my major advisor, a copy of each questionnaire, and a copy of the student/parent permission letter are enclosed. If you plan to accept my request, please take time away from your busy schedule to complete the "principals" questionnaire.

A short abstract of the results of this research study will be provided to you upon completion of the research study. Thank you for considering my request to use your school as part of my research sample. Please feel free to contact me if you have any questions regarding this request. I look forward to your reply.

Sincerely,

Yolonda E. Briggett

Yolonda E. Briggett
enclosures

May 1, 1997

Mrs. Norma Rushing
Principal
Hooper Alexander School (102) VI
DeKalb County School System
3414 Memorial Drive
Decatur, Georgia 30032

Dear Mrs. Rushing:

I am a doctoral candidate at Clark Atlanta University 's School of Education Educational Leadership Department. I am currently involved in a research study entitled, "The Measure of Students' Success: A Study of Elementary Principals', Teachers', Students', and Parents' Perceptions of Factors Regarding Elementary Students' Academic Success."

I would like to request permission to administer questionnaires to Hooper Alexander teachers, students, parents, and yourself, the principal, to collect data for my research study. Using a convenient sampling technique, principals, teachers, students (students at the terminal grade level) and parents will be administered a thirty-six-item questionnaire, which should take approximately fifteen minutes to complete. All respondents will remain anonymous, and all schools will be identified by codes. Upon your approval, teachers, and parents will be administered a questionnaire. Permission letters will be sent to parents of students, to request permission to administer the questionnaire to their children.

Endorsement letters from DeKalb County School System, a letter from my major advisor, a copy of each questionnaire, and a copy of the student/parent permission letter are enclosed. If you plan to accept my request, please take time away from your busy schedule to complete the "principals" questionnaire.

A short abstract of the results of this research study will be provided to you upon completion of the research study. Thank you for considering my request to use your school as part of my research sample. Please feel free to contact me if you have any questions regarding this request. I look forward to your reply.

Sincerely,

Yolonda E. Briggett

Yolonda E. Briggett
enclosures

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